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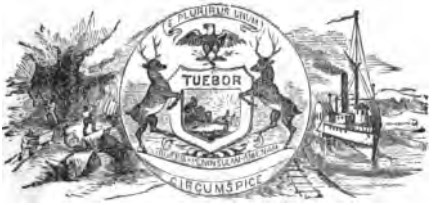

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Yours truly
F. Wayland

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The Co-Education of the Sexes.

IN reading the paper upon the subject named above, which appeared in THE TEACHER, I recognized the marks of laborious care on the part of the author, as also of his candid endeavor to reach a just result. Yet I found myself quite unable to acquiesce in his conclusions. A radical error lies, I apprehend, in the second of the propositions, which he regards as "logically correct conclusions from four axiomatic promises." "If male and female nature is not the same, then the destination of both cannot be the same, *i. e.* co-education is not in harmony with the philosophy of education; and its introduction would be a detriment to the proper development of either sex." Why would it not be equally valid to assert: "If (or since) male and female nature are not the same, men and women are not subject to the same moral law, nor destined to the same immortality?" That there are differences in the constitution, physical and mental, of the two sexes, needs no argument. But that this difference is such as to indicate that high education is to be confined to but one of the sexes, is a position not to be taken for granted. It is the very essential article of the whole discussion.

But, leaving the paper referred to, let us pass to the general topic of co-education. And first let me say that the ambiguity

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of the term in question is peculiarly unfortunate. Co-education, as the term is sometimes used, is understood to mean the education of the two sexes together, in the same institution, under the same roof, and in the same lecture rooms. But, as employed by the intelligent friends of progress, it means simply equality of educational privileges, and the removal of the monstrous injustice by which the stronger sex have monopolized every institution and every endowment, ignoring the existence of the other sex. If the arguments that have any validity against co-education are examined, it will be found that they bear on the first named sense of the word. In the testimony of HORACE MANN (quoted in the paper lately referred to), "the advantages of it (co-education) may be great, but the dangers of it are horrible," he refers, of course, solely to the intimate association of the sexes in the same institution.

The two things, education-together, and equal-education, are by no means identical, nor are they inseparable. And it is equal-education that is demanded by woman of to-day.

"But do they not ask for education-together? Do they not ask for admission to Harvard University and to the University of Michigan?" Yes, but only because *education-together* seems their only way to attain *equal-education.* Their position is this: They say to the authorities, for example, of our own University, "You have devoted (say) a million dollars to the education of one half of your citizens. We might with justice demand that you duplicate this provision for the other half. But, hopeless of securing this act of justice, we ask that you will at least allow us, in the face of many obstacles, to gather such benefit as we may from entering the State University as it now exists."

Leaving out of consideration, as merely incidental, the question of education-together, let us very briefly ask why women should have equal-education.

Not (on the ground sometimes urged) in order that woman may become a fit companion for man. This ground seems to concede that woman is made for man, that he is the principal, she but the second; that she is but an appendage to man rather than his equal in right and dignity. Perhaps we are liable to be misled by the current translation of Gen. II, 18: "It is not good

that the man should be alone. I will make him a help-meet for him." It is not unnatural to derive from the last clause the notion that man is the superior being, and that woman is but his adjunct, finding in him, rather than in herself, the true end of her being. But this impression is removed by a more critical view of the passage. GESENIUS renders the words "I will make him a help, a counterpart," and DE WETTE, "I will make him a help, his equal." As we may imagine the LORD JESUS, at a later day saying to a disciple about to go forth freighted with the tidings of the new kingdom, "It is not good for man to be alone; I will give you a help, your equal;" and as they were sent forth, two and two, JOHN claiming no lordship over JAMES, nor PETER recognizing ANDREW as his superior, each finding in the other his help and counterpart, so at the creation, each constituted a half of the sphere—mankind. If, however, it is meant, by the argument animadverted on above, that woman should enjoy equal education because otherwise she will remain the inferior of man, because then only can she assume and enjoy her proper position as the equal of man, then the argument is, of course, unexceptionable.

Why, then, should woman enjoy equal education?

Because she is a human being, an immortal child of GOD, entitled to get out of life all that life can give to her or to anybody else; because, educated, she will the better be able to attain to the great end of every intelligent creature, "to glorify GOD and to enjoy him forever." In a word, every argument which is valid for universal education, is valid for the equal education of woman.

A few years ago, Americans were swaggering about human rights, and thrusting "the land of the free" in the face of universal humanity; but when you asked them, "Do you mean *negroes*, too?" they indignantly replied, "Niggers? Of course not." And how many of the advocates of universal popular education have gone on the assumption that all mankind meant *all but the larger half, all but women.* Assuredly, it lies on all in our own State who favor universal education, either to affirm and prove that woman is an exception to the law of universal humanity, or else to throw open the State University to both

sexes alike, or else to provide for the separate education of woman, with as ample a munificence as has been shown in behalf of young men.

All mankind are equally entitled to equal education. But if the State is to afford the advantages of high education to but a single sex, it would appear that the sex thus exceptionally favored would not be the one that already possess every advantage of physical brawn, of wealth and political power, but rather that it would be the one that peculiarly needs a high education in order to be able in some degree to hold her own, that needs the advantages of high education as a counterpoise to her many disabilities. "Governments were made to protect the minority; the majority will protect themselves." And we might add, it is for the government to provide education for the weak; the strong will secure it for themselves.

Woman needs high education in order to free her from the low, narrow, and utterly unworthy aims that now engross her. It is certainly pitiful to remark the meagerness of the lives and thoughts which occupy (I will not say satisfy) the minds of women. This is not at all because they are incapable of entertaining higher, grander thoughts, aims and emotions. Set before woman enobling aims and immortal purposes, and she will not be insensible to their presence; rather she will wonder how she ever was content with thoughts so unworthy of her nature.

I do not join in the contempt which is often lavished upon the woman of fashion. There is, in her determination to excel in something, a disposition that tells of a capacity for better things. Indeed, aspiration, a desire to excel, has ever in it something that is so far akin to nobleness that there can be no nobleness without it. When I see a woman ambitious of being more richly dressed than any one else in town, or of giving larger parties, or of standing in any respect at the head of the mode in her circle, and ready to make every sacrifice for the attainment of this eminence, I say within myself, "There is the material, if rightly used, of a St. Cecilia, a Florence Nightingale, an Elizabeth Fry. Would God you might realize your true destiny." And often the very woman whose mad devotion to fashion provoked our contempt, has proved herself half divine when her energies

have been enlisted in the service of charity, of patriotism, or of religion. During the war, how grand was the record of many who had been known only as women of fashion; how abounding were their labors, how angelic their ministrations. The exigencies of the war acted upon them from *without*, setting before them an object to live for, and drawing them to a larger, nobler life. A high education would act on them from *within*, revealing to them their own powers, enlarging and elevating their thoughts and purposes.

Woman needs a high, an equal education, to fit her for the duties that are hers already and for other duties that lie in the future. I will not dwell upon the fact that she is, and ever must be, the teacher of the coming generation, nor upon the obvious lessons that this fact suggests.

Woman is also the ruler of society, and gives to social intercourse its tone and character. Polite society is just what woman makes it. It is hers to regulate the conditions for admission to its circles; hers to say whether its influence shall be elevating or degrading; whether its dance and all its pleasures shall be pure or corrupting; whether enlightened and elevating conversation, or frivolous inanity, shall occupy the hours given to social intercourse; whether the smile of beauty shall reward worth, honor and character, or shall encourage dishonesty and profligacy; whether expensive luxury in dress and equipage shall stimulate through all grades of society a ruinous extravagance, and shall squander the resources of a nation. A mighty power this, surely. Her Majesty, VICTORIA, opening Parliament and touching with her sceptre the engrossed bills, is really a vastly less important person than the same woman occupying her position at the head of society in England, and setting an example to a million homes, to a hundred thousand social circles. And what the Queen is to her realm, that are the women of America to American society. Surely, to wield such a power as this, woman needs education, high and equal.

And do not other offices, I will not say more dignified, I will not say more momentous, await her in the future? Certainly, with each year the sphere of woman's activity becomes wider.

Woman needs education in order that she may be able to add

to the wealth of the nation. Hitherto the inventions that have multiplied the resources of mankind, have proceeded almost without exception from a single sex. But there is no reason to suppose that woman is wanting in fertility of invention, supposing her powers to be expanded by education. Invention is the offspring of intelligence united to industry. Let the powers of woman be enlarged, and we shall see countless forms of invention that shall render household labor light, that shall alike create and economize wealth.

"But what, then, would you have all women study Latin and Greek, and the higher mathematics and logic?" No, nor all men. "Would you have all women pursue just the same studies that are pursued by men, say in our colleges?" No, nor would I have every man pursue just the studies that are pursued by his fellow-man. "Is the nature of man and of woman exactly identical?" No, nor is the nature of all men exactly identical. Probably there are no two human beings whose powers are exactly similar in kind and equal in degree. There are as many destinies to be filled as there are human beings to fill them. And evidently there are no two human beings to whom exactly the same education would be appropriate. The idea of one absolute education, through whose processes every child of Adam must inexorably be forced, belongs with the notions of the elixir of life, the philosopher's stone, and the divineness of slavery. There are as many educations as there are human beings. To each woman (as to each man) I would give the education suited to her nature, her destiny. If nature has marked out a woman for a physician, or a metaphysician, for a mathematician, an astronomer, a vocalist, a pianist, a classical scholar, a German scholar, an artist, a teacher, an architect, or a naturalist, in the name of all that is rational, give her the education that is in accordance with the destiny which Providence has allotted to her.

"But would not a higher education render woman discontented with the domestic sphere to which woman is largely destined?" I may reply by asking, What is there in the nature of intellectual culture to produce such an effect? Is it a cultivated or an uncultivated mind that leads its possessor to be discontented, restless, fond of amusement, incapable of deriving

pleasure from quiet scenes, from reading, from communion with one's self? And, among the other sex, is an educated man less likely to be domestic in his tastes than an uneducated man?

"But, granting all that has been said, if woman is to be educated equally with man, while yet the wisdom of education-together is problematical, where are the means for this enlarged and elevated, yet separate, education to come from?" I reply, in general, that Providence is able to supply the means for attaining this or any other result that is in harmony with his designs. But (if I may offer a more particular suggestion), were I a woman, I would at once join with my sisters in petitioning Congress to the following effect: "You have lately granted not far from nine million acres of land to the several States for the promotion of education among a single sex. At any rate, whatever your design, the benefits of the grant are practically engrossed by one sex. We now ask you to make an appropriation of equal extent and value for the promotion of education among the other sex, the other half of the State. We ask this the more readily as we are not aware that female education has ever received any aid from the United States."

Secret Societies in Colleges.

THESE organizations, in this country, had their origin at Union College, in 1825, when the Kappa Alpha was founded there, chiefly by Isaac W. Jackson, at present Professor of Mathematics in that venerable institution. Many others have taken their rise at the same place, and thence have spread through nearly all the colleges and some of the smaller educational institutions of our land. They claim to be founded not on a principle, but for a purpose or for purposes to which we will allude hereafter. Their membership consists exclusively of the students of colleges in which they have their chapters, save in two or three exceptional cases of those that take honorary members. The conditions of membership, theoretically known only to those within their pale, can be judged of practically by outward deportment and manifest character.

Some of the advantages that are claimed to arise from secret societies are as follows: First, that they promote social feeling and fellowship. As regards the members of each several fraternity, this is doubtless partially correct. They are pledged friends; and similarity of pursuit, continuous intercourse, common opinions and sympathies, and last, though not least, a fear of the disgrace attendant upon expulsion, bind them together, and prevent, in great measure, internal feuds. Sometimes, however, two brothers warmly disagree, and one or the other must be sacrificed to the general good. Still, it is doubtless true, as a rule, that the members of each society, in appearance and in deed, if not always in heart, deserve the name of friends. But further than this we cannot go. Among societies, as such, the feeling is generally not of friendship, but of rivalry, sometimes generous, but far more frequently bitter. College honors are as acceptable to those who belong to these fraternities as to those who do not; and the former are not slow to desert their brethren and ally themselves with the latter, if thus they may gain the desired promotion. Thus animosities arise, which often result in hatred and permanent alienation. Hence the social feeling claimed to be thus engendered is at least confined to the members of the several organizations, and even there is not infrequently more a necessarily assumed appearance, than a deep and heart-felt reality.

Again, it is said that members of these societies always have friends at College, ever ready to give them cordial welcome to their "Alma Mater." This is doubtless true in its full extent, and must be a source of pleasure. Still it seems that the same end can be secured at much less cost. That man who, in four years of intimate social intercourse, has not made other friends than those who are bound to him by an oath, who has endeared himself to none by deeds of kindness and of love, deserves neither entertainment nor friends; and he should keep at no small distance, both for his own credit and for that of his "Alma Mater." While, on the other hand, he who has a large heart and a noble soul; who does good deeds for their own sake, and loves his friends for their own merit; who thinks more of a College than of a Society, and who cherishes a principle more than

a Greek motto, need never despair of finding cordial welcome and warm-hearted friends.

Thirdly, it is claimed that these societies secure to their members positions in life, otherwise unattainable. This claim is all too true. Surely, if observation and experience teach anything, they teach this: that the interests of Society, State and Church are too frequently overridden by the interests of a man; that principles are too often and too cruelly trampled under the feet of prejudices. To increase this evil is plainly the direct tendency of secret societies. Members are manifestly bound to assist their brethren, and to raise them to any positions that can be secured through favor and influence; so that, if paternal claims and honest merit come into collision, merit must inevitably yield. This is an unfailing source of injustice. And again, to put it on the lower ground of expediency, a difficulty arises. Though a man may be carried into power and position on the tide of partial and unmerited favor, still justice is true to herself, and he will ultimately "find his level," and in proportion as he has attained elevation, so will his fall be severe and destructive. Hence we must conclude that these organizations, even in respect to this would-be merit, are injurious to individual interests, and subversive of general justice.

Let us now glance at a few of their most prominent evils; and first at their effect on class-feeling. It will be readily conceded by all, that among those who are associated during four years of toil and pleasure, and who are the sons of a common "Fostering Mother," there should arise and continue the warmest esteem and friendship. Moreover, there should doubtless be in every class a spirit of generous rivalry; and such a spirit will spring up and maintain itself without other help than the incentives of innate ambition. The tendency of societies, however, is to inspire an intensely radical PARTY FEELING; nay, more, it is to arouse genuine ill-will and downright hostility. We have seen society men bring into class meeting members of other classes, plainly asserting that they intended to drive out any that might stand in their way; we have also seen daggers and revolvers brought into class meeting by these same men, with the express declaration that if they could not carry the election

peaceably they would carry it forcibly. (It may be held that such things would tend to develop "MUSCULAR CHRISTIANITY"; but of this we have nothing to say). Bitter contentions like these engender hostilities which must needs last a lifetime.

In the second place, the effect on habits of study is noticeable. Society men are proverbially "social" according to their sense of the term. These social qualities consist, in no small degree, in the ability to strike billiard balls scientifically, and to render material aid in "smoking out" a Freshman and emptying a "lager-beer" cask. Now social life is in itself invaluable; but this kind does not help much in demonstrating the theorems of EUCLID, or in solving the mysteries of the PHÆDO; and it is an indisputable fact that secret societies produce not only neglect of studies, but, worse still, a pride in such neglect. Exceptions are, of course, adducible, but this is the manifest rule.

Again, their effect on the moral sentiment and practice of their members is evidently pernicious. We have been told by responsible society men, that no paternity would refuse a man simply on the ground of insobriety, if he were in other respects acceptable. Neither would they refuse him for other and equally dangerous vices. And even if a society design to avoid such members, it must often be deceived, since young men are taken at their first arrival at College (and very often they are previously "pledged"), before their character can be at all known. The result of sentiments which must be instilled by close and continuous intercourse with such men, is too obvious to be mistaken. Still further, these paternities are generally allied in their action in Class and Literary Society elections. Here, as elsewhere, candidates utterly wanting in merit are too often presented, and SOMETIMES such candidates are society men. Then must each "brother" choose between voting with his party in opposition to conscience, and falling into lasting disgrace. Rare indeed are the instances in which the first is not either unhesitatingly or finally chosen. Thus are perpetually trampled under foot both justice and honor.

Lastly, on religious sentiment and practice their effect is bad, and only bad. Either an entire disregard of religion, or ridicule of it and its followers, is the prevailing course of conduct in these

organizations. We have seen men enter College, bearing a good reputation as christians; they have joined societies and forthwith have lost all semblance of their profession, and have gone to the extremes of wickedness. Of all the regular attendants on our College religious services, not one-fifth were society men. In a word, religion is with them overwhelmingly unpopular, and if it intrudes upon paternal claims, unendurable.

Not a few have learned by experience the evil influence of secret societies, and some are frank enough to acknowledge them. A member of perhaps the most radical fraternity in the country said to us, "I honestly believe that societies are a nuisance. They take time and money and attention. They lead one away from study and from all things right. I have had every office from 'Alderman to President,' and have received no benefit, but much injury." Another said, "I think they are a curse to any College." This seems to be a fair statement of the case, for we have seen that the advantages claimed for them are either imaginary, or are otherwise better secured; and that their efforts are decidedly evil on class feeling, on habits of study, and on moral and religious sentiment and practice.

Miss Minnie America.

MISS MINNIE AMERICA is not yet fifteen years of age, but her natural peculiarities are such, and have developed under circumstances so favorable to their growth, that she is already a distinguished member of society.

You cannot go where she is not, or where she does not make herself "the observed of all observers."

In the street she appears dressed in the latest style, is extremely polite to all the young men of fashion, recognizes rich bachelors with a patronizing air, wonders who would marry such, turns away her head when she meets a country acquaintance, is offended with a servant girl who presumes to speak to her, and nearly upsets an old man too feeble to get out of her way.

She may be promenading simply to exhibit herself, or perhaps she is expecting certain other specimens of Youug America

to join her, in which case all the delights of flirtation will be added to those of display.

She will be sure to call at all the shops, ask for impossible colors and patterns, put the clerks to the greatest trouble, buy nothing, and show off her ability as a flirt. Young America, choosing to walk home with her, need not take his cigar from his mouth, for Miss MINNIE is delighted with cigar smoke and likes fast young men.

In all public assemblies, Miss MINNIE is the most noticeable personage.

At church she ogles the young men, laughs at fancied mistakes in the pronunciation of the clergyman, writes notes on the fly leaf of her hymn book and passes them to young Moustache across the aisle, and talks aloud as soon as the benediction is pronounced.

She goes to the lecture with Young America No. 1, to the concert with Young America No. 2, rides with any one who has a horse and buggy, and skates with any one that will ask her.

She whispers and passes notes all the time during lectures, but considers herself competent to criticize the manner of GOUGH, or the style of PHILLIPPS.

At the concert she hears little, and appreciates still less of the music, but pronounces it all either "*splendid*" or "*horrid*."

In no place is Miss MINNIE more at home than at the party. She is never afflicted with timidity, but, bold and pert, always has an answer ready for the broadest wit of the coarsest man, and a simper for the shallow compliments that she wins by her dexterity.

She dresses just as unbecomingly and immodestly as high colors, sham jewelry and the extreme of the fashion will let her. Herself and companions appropriate the most desirable apartment, intimating that all others are intruders. Loud talking and giggling drown the music, and there is any amount of small talk and slang too silly and too coarse to be classed with "good wholesome nonsense."

At home Miss MINNIE rules in everything. Her father works at a trade, her mother takes boarders, but she must have a new hat every time the style changes, and wear her best clothes every time she goes into the street.

She disdains labor, and speaks contemptuously of "greasy mechanics," and teachers who spend their odd hours turning their old dresses.

Her "evenings at home" are spent receiving company on her own account.

As she has the parlor, her mother must occupy the kitchen; for how could she and her friends enjoy themselves in presence of the "old folks?" and long ago she taught said "old folks" that entering the parlor when she had callers was an unpardonable breach of politeness.

It is the fashion to go to school, therefore Miss MINNIE AMERICA goes.

She is always late, never has a lesson, breaks every law of order and disregards the feelings and wishes of the best and kindest teachers, yet she is always complaining that the rules are too strict, that she must study too hard, and that the teachers are cross.

She is well versed in trickery and truancy; runs away from school, her mother supposing she is at her duties, and her teacher that she is sick.

Events thicken; the young lady is about to be expelled, when she suddenly becomes more aristocratic in her tastes, and discovers that the public school is too common for her. She decides to go where the teachers are better educated, pupils less vulgar, and she can study higher branches. The mother takes more boarders, the father works later at night, and the daughter is sent off to boarding school.

On her journey she has new opportunities for displaying herself, and were not the traveling public already familiar with her like, she would be mistaken for a waiting maid. In the new school she studies two or three of the modern languages, as many of the sciences, takes music and painting, reads novels, and corresponds with half a dozen of her old beaus, considering herself as good as engaged to each of them. She takes clandestine walks by moonlight with one young blade, throws notes from her bedroom window at another, and is saved from an elopement with a third by the timely vigilance of a teacher. She is sent home in disgrace, having been gone less than a month, but as

long as she lives she will be heard to boast of her education at boarding school. Before she is sixteen she is married to a man who keeps a fast horse, bets on all the races, talks slang and apes the manners of a man of the world.

The wife is extravagant and unamiable, the husband no better in character, and the union ends in a divorce or a runaway.

This Miss MINNIE AMERICA represents a class of precocious American girls which, unfortunately for us, is not a small class. There must be some forces at work in our social system producing this undesirable character. What are these agencies? Is there a remedy for this social evil? are questions that can be better answered in another paper.

NUMBER.

BY MISS S. C. STERLING.

Third Step.

THE subjects treated of in this step are multiplication and division.

That the children may be able to repeat the multiplication and division tables "by rote" has generally been considered by most teachers as a sufficient amount of primary instruction; but to repeat these distinct and easily ascertained truths "parrot like," and merely as a matter of belief, without any thought or reflection on the part of the pupil, and without any distinct perception of the methods by which these results are produced, has been considered by PESTALOZZI as most unworthy of this most logical of all sciences.

As it is supposed that the children are now too far advanced for the enumeration by units, or the counting of groups of strokes or objects, a less cumbersome method has been adopted for illustration.

TABLE OF ADDITION TO ILLUSTRATE MULTIPLICATION.

1+1+1+1+1+1+1+1+1+1
2+2+2+2+2+2+2+2+2+2
3+3+3+3+3+3+3+3+3+3
4+4+4+4+4+4+4+4+4+4
5+5+5+5+5+5+5+5+5+5
6+6+6+6+6+6+6+6+6+6
7+7+7+7+7+7+7+7+7+7
8+8+8+8+8+8+8+8+8+8
9+9+9+9+9+9+9+9+9+9
10+10+10+10+10+10+10+

The tables of 11 and 12 are omitted as involving numbers too high for the present consideration of the child. The table of ones is the first, and as it reproduces only the results of counting needs no illustration.

MULTIPLICATION OF TWOS.—For this lesson the teacher may write upon the board the figure 2. "What have I done?" She may now write after it the sign + and another figure 2, thus: 2+2, as in the table. "Now, what have I on the board?" "How many are two plus two?" "Four." "How many units are expressed by the first figure?" "How many by the second?" "How many in all?" "How many times have I written the figure two?" "How many times, then, have I taken two units?" "Then, two units taken two times are how many?" "How many, now, are two times two?" Proceed, now, with the third figure two in the same manner, thus: 2+2+2. "How many times have I written the figure two?" "How many units are expressed by the first?" "By the second?" "The third?" "How many units in all, then?" "How many times have I taken two units?" "Then, two units taken three times are how many?" "How many, now, are three times two?" Proceed in the same manner with the whole table.

It is now necessary to obtain these answers quickly without hesitation. For this purpose the teacher may point to the right of a number and ask, "What is the sum of units at the left of my pointer?" "Four." "And now?" "Six;" and so on through the whole table. This is done backwards and forwards with increasing rapidity until they can give the answers instan-

taneously. They may now be asked without pointing to the table, "How many units do 2+2+2, etc., make?" Etc. Then ask, "Is there not a shorter way to express this?" "How many twos did I give you?" "Three." "And how many units do they contain?" "Six." Then say, "Three twos are six units, or three times two are six."

They may now be told that the taking of a number a certain number of times, and expressing the result in units, is called multiplication, and the act of doing it to multiply. The teacher may now bid the class to take two, two times; four times; eight times, etc., as "Two times two are four;" "Four times two are eight," etc. The children now repeat the whole table in concert. She then sends them to the board, telling them to express what they have now learned, which can be done thus:

1 times 2 = 2
2 " 2 = 4
3 " 2 = 6
4 " 2 = 8, etc.

It has generally been customary to read this table in a reverse order, but this cannot be defended on any philosophical principle, for it is not what the children have learned; as, in practising, they have not learned that twice three are six, but that three times two are six. If the children are closely questioned on this point, and asked whether two times three, and three times two, are exactly alike, they will say that the results are the same, but the grouping of the objects is different.

The teacher must proceed in the same manner with all the other tables, and require the pupil to commit them to memory perfectly, after they have been sufficiently illustrated. Many miscellaneous questions must be asked by the teacher, which can be invented when needed.

Division.—If the teacher asks the children how many times two is contained in ten, many of them will say "five times." "And why?" "Because five times two are ten."

But to illustrate, and bring it within the comprehension of all, however dull, she may write on the board ten strokes, and then bid some child go and divide this group into just as many groups as possible, each one containing two groups. "How

many groups have you made?" "How many lines were there at first?" "Ten." "Then how many times is two contained in ten?" "Five times." She may now write out the table of twos as in multiplication, thus: 2+2+2+2+2, and ask "How many units do all of these twos represent?" "Ten." "How many twos does it take to make ten?" "Five." "How many times have I written the number two here?" "Five times." "Then how many times is two contained in ten?" "Five times." The other numbers may be written in the same manner until it is thoroughly understood.

These tables must all be taken in a systematic manner, the same as in multiplication, only reversed. They must be committed to memory thoroughly, and each pupil must have much practice in writing out these tables, both division and multiplication. Many miscellaneous exercises must be given each day and at each lesson.

RATIO.

WHAT is it? One would think, from the diversity of definitions given by authors of Arithmetic, that it is altogether an incomprehensible thing. This one says, it is the quotient arising from dividing one number by another; that one, that it is the combination of two or more numbers in pairs, for the purpose of comparison by division. One says, it is the relation of one number to another, expressed by their quotient; another, that it is the quotient of the consequent by the antecedent. Then again another says, it is the quotient of the antecedent by the consequent; and another confesses himself completely in the fog, by giving the same definition both for Ratio and for Proportion. Whence this marked disagreement—this *essential* difference of opinion as to what ratio is? Is it a mere matter of opinion—a question upon which we have a right to disagree? Moreover have we here the strange anomaly of precisely opposite views being each correct? Are we really upon ground where the idea of right is conceived independently of the conception of wrong? We do not believe it. If the ratio of 2

to 3 is $\frac{3}{2}$ then it is *not* $\frac{2}{3}$. If one is right the other *must* be wrong. Mathematicians, long ere this, it would seem, should have succeeded in solving what appears to be so simple a problem, or else, foregoing pretense, should have classed it with those mathematical impossibilities, such as squaring the circle, or trisecting an angle.

I may not presume to settle so old a dispute, but will state some considerations which have led me to the conclusion which will appear in the sequel. The ratio of 2 to 3 is expressed thus: 2 : 3. All agree that the symbol (:) is the sign of ratio, and that it is read *is to*. Now if ratio is a quotient, the sign (:) and the words *is to* by which the symbol is translated, each expresses a quotient. But that is not the usual idea which these words express. Is it supposed that they have here an extraordinary signification? If I say the father is to the son as, etc., the idea expressed is identity of relation between the two persons spoken of on the one hand and those spoken of on the other. The idea of a quotient arising from dividing the son by the father does not intrude itself here. So, in the absence of proof that the words by which identity of relation is expressed in one case do not express that idea in another, I will be allowed to infer that in the sentence 2 is to 3 as 8 is to 12, or what is the same expression in another language 2 : 3 : : 8 : 12, we have nothing more nor less than the simple statement that the relation of two to three is the same as that of eight to twelve. I conclude then that ratio is not a quotient but a *relation*. This interpretation is also unequivocally sanctioned by etymological and lexicographic authority. Moreover DAVIES himself, who of all men who have written on this subject, is the most certain that ratio is a quotient, classifies the sign of ratio as a symbol of relation. Finally, a large number of standard authors in one form or another testify to this acceptation of the meaning or nature of ratio. Having now answered the question proposed at the beginning of this article, I am ready to ask another.

What is the *nature* of the relation which we call ratio?

This question will be carefully investigated in another article.

Ypsilanti, Dec. 13, 1867. C. F. R. B.

RESIDENT EDITOR'S DEPARTMENT.

THE Romans represented their god Janus as having two faces—the one wrinkled and sad, turned toward the irrevocable past, the other beautiful and full of hope, gazing into the expectant future. We have no occasion to enter completely into the spirit of this beautiful myth. The old year, now almost gone, is not burdened with unpleasant memories, nor do we look back upon a path strown with blasted hopes and unexecuted projects. The past has not yielded *all* that it seemed to promise, nor is it free from all shadows of sorrow, yet the year has been laden with such constant mercies, and so many cherished hopes have been realized, that the heart is filled with gratitude and joy, while we catch glimpses of the radiant face of the god of the New Year. Has it ever seemed strange to you, Dear Reader, that we sometimes speak as though there was some deep feeling involved in the success or failure of this enterprise? Perhaps this is a weakness, but if so, we are forced to acknowledge it.

In the spring of 1864 we formed the design of establishing a State Educational Journal which should in some respects be a continuation of the old Journal of Education. This was in the very midst of the civil war which engrossed the time and attention of all, leaving little opportunity to carry such a project into execution. The purpose was postponed, but never abandoned. In July of the same year, in a paper read before the State Association at Ann Arbor, this subject was formally brought to the attention of the teachers of the State. The matter was lightly discussed, the scheme pronounced impracticable at present, and the whole matter referred to a Committee, who should report at the next meeting. In one year the Association met at Detroit, and the Committee reported strongly against the establishment

of such a Journal. It was very desirable that there should be an Educational Journal, but the solemn assurance was given that inevitable failure would result, if the attempt be made to establish it at that time. This conclusion was based upon facts and figures, and was, of course, placed beyond all further controversy. However, in open defiance of this edict of the Association and its Committee, active preparations were made from that very day. So far as inexperience was able there was a careful counting of cost and a close estimate of resources. A circular was issued to the principal teachers of the State, asking their opinion as to the practicability of the scheme. Comparatively few answers were received, and these contained but little to encourage. There was one brilliant exception however. One gentleman who had occupied a prominent position in the schools of the State felt such an earnest zeal for the good cause, and was so sanguine of success that he promised ONE HUNDRED SUBSCRIBERS! "Give to the winds thy fears." What room for despondency in presence of such a promise as this? One hundred subscribers from one man! One thousand from ten men. Five hundred scattering. 1500 in all. Hurrah for the MICHIGAN TEACHER!! The wise committee-men are false prophets! Thus we reasoned ten years ago. We are a little wiser now. That noble hearted, enthusiastic gentleman, now one of the County Superintendents of schools, has not only never sent us a single subscriber, but so far as we know has never seen a copy of the MICHIGAN TEACHER!

With little inspiration, except a determination to succeed, with the almost absolutely sure prospect of pecuniary loss, we issued the first number from Niles in December, 1865. Our printing was done a hundred miles away, in the city of Chicago, at a rate which we have since learned was unreasonably high. Each issue required an expensive and tedious journey. Express companies practiced systematic plunder. The entire work of editing, mailing, soliciting subscriptions and advertising fell upon hands already occupied with school duties. From this point of view the situation at that time seems appalling; yet by some means unexplainable to us the work went on; and had we been able to collect the amounts justly due us on advertising

account alone, the close of the year would have found cash in the treasury. We mailed our first edition with possibly the names of ten subscribers upon our books. We have just finished mailing the last number of our Second Volume, and out of a large edition we have possibly fifteen copies left.

Is it therefore not a pardonable weakness that we have some real feeling in this matter? It is pleasant at all times to succeed. Success is doubly sweet where it has involved the best effort of hand, heart and head. And now, Dear Reader, will you have patience while we give some reason for the hopes which the New Year seems to hold out to us? However incredible the declaration may seem, we did not enter upon the labors of editorship with exalted notions of what we could accomplish. We think that so far as possible, due allowance was made for inexperience, and certainly no claim was ever made for any peculiar fitness for such duties. As before said, our inspiration was rather a desire to succeed, founded upon a belief that there was a real need that the proposed work should be done. Of how many and how grave faults our work bears witness we need not be reminded; but that we have gained some needed wisdom from this experience of two years, we are most clearly conscious. At first there was more labor than two inexperienced persons could hope to do successfully, particularly when each owed his first and best efforts to a large public school. Living in different towns it was difficult to give each other the aid which occasion might demand. Now the three editors live at the place of publication, and there is such a division of labor that the whole work is done with the utmost promptness and ease. Our printing is now done near at home, and the cost of superintending it is comparatively nothing. The quality of this work has steadily improved, while its cost has constantly diminished. In a similar manner all the items which usually determine the success of such a Journal seem to be decidedly in our favor. This, then, is our mode of reasoning. If we met with a tolerable success under circumstances decidedly unpropitious, may we not hope for a much larger measure of success since there is now so evident a change in our favor?

This is why the face of Janus, which mythology has clothed with gloom, seems calmly beautiful, while the other, proverbially hopeful, is radiant with unwonted loveliness.

Kind Readers, we wish you God speed in the work before you, and a Happy New Year!

This month we present a steel-plate engraving of Dr. FRANCIS WAYLAND, with which, we are sure, all our readers will be pleased. As a very appropriate accompanyment we refer to an article in Vol. I, page 73, by JOHN M. GREGORY, LL. D., entitled "Dr. WAYLAND as a Teacher." We hope many of our readers will be induced to buy the "Life of Dr. WAYLAND," by his sons, a notice of which will be found in this number.

To all our subscribers who desire it, we will send gratis a copy of *Dr. Huntington's Unconscious Tuition.* In a letter recently received from Dr. GREGORY, he speaks of this Essay as follows:

"I regard Dr. HUNTINGTON'S address on Unconscious Tuition as one of the finest productions in the whole range of educational literature, and if you can get it read and re-read by every teacher in Michigan, you will accomplish incalculable good. It is as inspiring as it is beautiful."

PRACTICAL DEPARTMENT.

MOUNTING MAPS AND CHARTS.

SCHOOL Boards are often deterred from furnishing their teachers with necessary maps and charts, from ignorance of certain facts, a knowledge of which would enable them to reduce the outlay materially. Maps are always furnished by the dealers *mounted*, that is, pasted upon cloth with roller and moulding attached. A large percentage of the cost of such articles consists in this *mounting*, and may be saved by any one of ordinary skill. In addition to this they are more bulky mounted and consequently cost more for transportation. Let us take KIEPERT'S Map of the Environs of Rome for an example. SCHERMERHORN & Co. charge $10 for this map, mounted and varnished. WESTERMANN & Co. will import it in sheets for $1.25 gold, which at the present rate of premium would give about $2.00 in currency. The cloth for mounting, paste, varnish, roller, etc., would cost about $1.50, thus effecting a saving of $6.50.

The necessary materials for mounting are bleached factory, flour paste, tacks, a little white glue, shred isinglass and a stretching frame. The frame used by the present writer consists of four strips of wood, 6 feet 6 inches long, 3 inches wide, and ¾ inches thick. This is large enough for the majority of maps, but if larger ones are to be mounted, the length of the strips must be increased. When a map is to be mounted two of these strips are laid upon the floor, the width of the map apart allowing about half an inch over for margin. Upon these the other strips are fastened with *screws* the length of the map apart and with the same allowance. Of course care must be taken to make the joints square and keep the projecting ends even with each other. A screw in each corner will usually hold the frame, but if it is not rigid enough, use an additional screw.

Provide a sufficient quantity of factory to cover the frame. If it cannot be obtained wide enough, sew a strip on, letting the seam run lengthwise of the factory. This seam will not cause any ridge in the map, if neatly made. Lay the frame upon the floor, and lapping one edge of the factory a trifle over the outside edge of the frame, commence tacking it on. The first tack must be driven in the centre of the edge, and the next alternately right and left, stretching the cloth before driving a tack. Fasten two more edges, working however from the end of the one last finished.

Make a weak solution of glue—about a handful to a pint of warm water—adding a little starch, if convenient. The starch must be dissolved, etc., before mixing with the glue. Apply this mixture to the factory, using a

clean scrubbing brush, if nothing better can be obtained. Now fasten the remaining end to the frame, working from the centre right and left, and stretching it as tight as possible. The surface, when thoroughly dry, should be perfectly smooth and tight.

After drying the cloth is ready for the map. The sheets must first be trimmed on their *inside* edges, close up to the black line,which shows where they are to meet. Preparing your flour taste, apply to one sheet, and also to that part of the factory on which you intend to place it. Lay the pasted side of the sheet carefully and squarely down upon the factory and smooth it out with a folded handkerchief, working from the centre out. The other sheets are to be put on in a similar manner; care being taken to make the joints very exact.

If it is not designed to varnish the map, it may be removed from the frame as soon as dry, the edges trimmed and bound with tape or silk. It can now be tacked upon the roller, and the work is complete. If, however, it is to be varnished, the surface must be thoroughly coated with a solution of a tablespoonful of shred isinglass in a teacupful of warm water. Every spot must be touched as bare places will look greasy when varnished. No harm will be done by coating it twice. The solution must be applied with a soft and fair sized camelhair varnish brush. Varnish when the isinglass is dry. A good varnish is mdae by dissolving one pound of white shellac, one quarter of a pound of camphor, a d two (unces of Canada balsam in one gallon of alcohol.

A PLAN FOR SPELLING.

Let each pupil be provided with paper and pencil. Pronounce distinctly the words to be spelled, the pupils writing them down.

Let these words be examined and corrected during the day, and copied into a small blank-book provided for that purpose.

Appoint two pupils each week to examine each list of words, and to report at each lesson the words missed by each pupil; these two persons should present their lists to the teacher before inspecting the others.

ADVANTAGES.

1st. It encourages the habit of going to the Dictionary.

2d. The examination of each word fixes the spelling.

3d. It is a saving of time.

SUGGESTIONS.—It is a good plan to select words by *topic;* for example, select the names of objects in the room, allowing the pupils to name them This may occupy several days. Kinds of fruit, of trees, flowers, vegetables, etc.; names of metals, articles of furniture, names of persons, of cities, islands, rivers, etc., *ad in.* You may also select the names of qualities, or such words as describe certain nouns. Then the names of *acts*, or verbs. In this way you may teach the elements of *Grammar.*

Have an occasional *oral* review—lesson composed of words missed during the week or month.

BOOK NOTICES.

WEBB'S WORD-METHOD. By J. RUSSELL WEBB. Detroit: *E. B. Smith & Co.* 1868. pp. 128.

Most reading books are so nearly alike in their general character that there is little occasion to speak particularly of any one of them. The book whose title is given above, however, is a striking exception to the general rule. Its whole spirit is so radically different from that of the ordinary books of this kind, that its very oddity, if nothing else, challenges an examination of its claims. The readers of the TEACHER probably know what is meant by the *Word-Method*, and the title of this book will convey to them a general notion of its peculiarities. It seems fitting, however, to introduce in this place a brief statement of the principles upon which this method is based, for it is worthy of notice that Mr. WEBB rests his claims of superiority upon the position that his plan is founded upon the very nature of things, that is that it is strictly philosophical. The advocates of the old system also claim a philosophical basis for their method. "In all kinds of teaching," they say, "we should begin with the *elements*." "Sentences are formed from words, and words from letters. Hence, in teaching a child to read, we should of course begin with the *letters*." When not carefully considered, all this seems very plausible, but, unfortunately for those who advocate the Alphabetic system, this assumption about the necessity of beginning with elements is not true. No one will deny that Nature's plan is the true one, and that we shall find a true test for the correctness of our methods when we compare them with hers. In the natural order of instruction we go from fact to theory, from effect to cause, from phenomena to their laws, from the concrete to the abstract, *from wholes to parts*. It will be noticed that these couplets are slightly different statements of the same great truth. The whole process of knowing seems to be analytical. Nature was first presented to man as a whole—a grand mystery, seemingly unfathomable. The first analysis revealed the heavens and the earth, and the scientific inquiry of to-day is but a continuation of this identical process. In the ordinary affairs of life this great principle is not violated. We first know a house as a whole, then its various parts; first, a wagon, then the wheels, box, tongue, etc.; first, an assemblage, then the individuals. Following out this law, which seems universal, to what more certain conclusion could we come than that the child should first learn a word, and then its elements, the letters? Do we not in fact reverse nature's law when we teach first the letters and then the word?

Are spoken language and written language essentially different? If not, why do we pursue radically different processes in teaching them? Let us apply the *elementary* method in teaching spoken language. In this case the elements are *sounds*, and if the old method be the true one, the child should be taught the forty vocal elements before he is allowed to speak the first word. We think it is but just to require the advocates of the Alphabetic method to give a reason why the same course should not be followed in each case. The difference between the old method and the new is therefore one of theory—the fundamental principle of one being *parts* before *wholes*, and of the other *wholes* before *parts*; and as but one of these can be generally true, it follows that the corresponding method must be the true one. So far as we are able to understand the truth, the Word-Method is based upon a theory which is universally true.

Leaving out of account any philosophical view of this matter, let us reason in another way. Which method most interests the child? By which method will he learn to read in the shortest time? The superiority of the Word-Method in both respects is so palpable that very few will stand upon this line of argument. The undeniable fact is, that by one method the child will learn to read fluently, and at the same time the Alphabet, while by the other he has merely learned his letters.

We recently received a communication covering more than a dozen pages of legal cap. denouncing this system, based upon the assumption that by the Word Method the child never learns his letters, but that he is compelled to learn each word of the language by itself. It occurred to us that this was a lamentable waste of strength, seeing that this method involves no such absurdity.

We have thought it best to say so much respecting the theory upon which Mr. WEBB's book is based. We believe it to be entirely sound; and we close this notice by expressing our unqualified approval of the manner in which the author has embodied his method in this little book. We believe it to be the most faultless reading book for children that we have ever seen. The whole plan is most admirably worked out, and the reading matter is perfectly adapted to the tastes and the capacities of children.

The publishers deserve great credit for the mechanical execution of the work. The typography is beautiful, and such spirited engravings can be found in no other book of its kind.

A MEMOIR OF THE LIFE AND LABORS OF FRANCIS WAYLAND, D.D., LL.D. By his Sons, FRANCIS WAYLAND and H. L. WAYLAND. 2 Vols. New York: *Sheldon & Co.* 1867. pp. 429, 379.

Dr. WAYLAND was one of the few Americans whom we may appropriately call Educators. Like HORACE MANN and Dr. NOTT, he left a permanent impress upon existing modes of education, and visibly affected the current of educational thought. His influence, though less in extent, was similar in nature to that of Dr. ARNOLD. As President of Brown University for several years, he did much to modify and improve the system of Collegiate education, and so he virtually worked upon the common school interests of the whole country.

While this Memoir is of great value to the general reader by reason of Dr. WAYLAND'S beautiful christian manhood, it is doubly interesting to the teacher because the subject of it was himself an eminent and most successful teacher, and, in the truest sense of the term, an educator. These volumes tell us the story of FRANCIS WAYLAND'S Life and Labors in a most delightful way. In 1860, at the urgent solicitations of his children, he commenced a series of personal reminiscences, and these furnish the woof out of which the hand of affection has woven this interesting narrative. These should form companion volumes to the "Life and Correspondence of Dr. ARNOLD," and deserve a place in the library of every teacher in the land.

A MANUAL OF ANGLO-SAXON. By SAMUEL M. SHUTE. New York: *Leypoldt & Holt.* 1867. pp. 195.

It is impossible to over-estimate the importance of a knowledge of Anglo-Saxon as a means of gaining an insight into the real genius and structure of English. Most well educated persons know what and how much has been contributed to our mother tongue from the Latin; and such knowledge is essential even to a moderate acquaintance with the composition of the English language. But although the essential elements are to be found only in the Anglo-Saxon, very few have the least acquaintance with this primitive form of speech. A reason for this neglect is no doubt to be found in the quantity and quality of Anglo-Saxon literature, and also in the lack of suitable text-books. Even if its literature were of no value whatever, the mere fact that Anglo Saxon contributes to our language all that is most valuable, is sufficient reason why the study of it should claim the attention of every one who desires to have a real knowledge of the English language. The book before us seems well adapted to the use of the general student. It contains a concise treatise on the Grammar of the language, and also a series of reading lessons and a vocabulary. We have found by trial that it is a very easy matter, by means of this book, to become acquainted with the great facts of this language, and we commend it to all who wish to study this most important subject.

FIVE CENTURIES OF THE ENGLISH LANGUAGE AND LITERATURE. New York: *Leypoldt & Holt.* 1867. pp. 429.

This is the five hundreth volume of the TAUCHNITZ Collection of British Authors. The design is to give specimens of English literature illustrating the several periods of growth through which our language has passed. First, we have a specimen of Old English. in appropriate type, JOHN WYCLIFFE'S translation of St. John's Gospel (1324–1384). Then, in succession, there follow specimens from the following authors: GEOFFREY CHAUCER (1328–1400), STEPHEN HAWES (15th century), Sir THOMAS MORE (1480-1535), EDMUND SPENCER (1553–1599), BEN JOHNSON (1554–1637), JOHN LOCKE (Education, 1632–1704), THOMAS GRAY (1716–1771). As illustrating the growth of our mother tongue, this is one of the most admirable books we have ever seen. We do not know where so much that is valuable in English literature can be found in so small a compass and at so small a price ($1.25) as in this dainty volume. Besides its intrinsic worth, this is one of the best specimens of book-making which has fallen under our notice.

THE MICHIGAN UNIVERSITY MAGAZINE. Vol. II, No. 3. December. 1867. Ann Arbor, Mich.: Published by the students.

This Magazine reflects great credit, both upon the students who conduct it, and upon the University itself. Its leading articles show good taste, patient scholarship and maturity of judgment not usually found in undergraduates. We are glad that our University is so ably represented abroad by a journal of such excellence.

A TEXT-BOOK OF ETHICS. By JOSEPH ALDEN, D.D., LL. D. New York: *A. S. Barnes & Co.* 1867. pp. 92.

We have already commended Dr. ALDEN's larger work, "Christian Ethics." This is an abridgement of it, designed for use in less advanced classes. We are pleased with its matter and its method, and it seems to be just the book needed in our Sabbath Schools and in the lower departments of our Graded Schools.

THE AMERICAN AGRICULTURALIST. New York: *Orange Judd & Co.*

No teacher who has a little plot of garden to cultivate should be without this excellent periodical. Its monthly calendar of operations gives hints which, if heeded, would much improve the appearance of school grounds. A very noticeable feature of the *Agriculturist* are the many beautiful engravings. We understand that these are printed separately and sold at 40 cents each. In this shape they would form suitable adornments for schoolroom walls.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

HISTORY OF NORMAL GRADUATES.

(CONTINUED.)

THIRTEENTH CLASS, 1865.—Fred. D. Hart—Remained in school one term after graduating; taught the school in Brooklyn, Jackson County, for one year, in which time he graded the school and started it on a good basis. In the fall of 1866 Mr. Hart went to Detroit and became Junior Principal of the Barstow Union School, in which place he still remains, doing good work.

R. C. Hepburn—Taught for a time near Wayne, and is at present in Ann Arbor, in the Medical Department of the University, as a student.

Myron Voorhies—Has not taught, but is in business at Paw Paw.

George C. Bannan—Was Principal of Union School at Chelsea for a time; has lately become Principal of the school at Park, St. Joseph County.

Joshua S. Lane—Continued his studies at Kalamazoo College, at which place he graduated in 1866; had charge of the Howell Union School for a year, leaving which place he accepted the charge of the East School at Jackson, where he is earning a good reputation as a teacher and manager, bringing the school up to a high standard.

Selwyn Douglas—Was in the army for a time; returning studied law, and is now at the law school at Ann Arbor.

Edward A. Haight—Was engaged in studying and teaching in Olivet College for a time, after which he went to Alton, Ill., to take a position at the College there as teacher, which place he still retains.

S. S. Babcock—Taught one year at Howell, doing good work as Principal of the Union School there. A year and more since he came to Ypsilanti to take the position of teacher of natural sciences and mathematics in the Union Seminary, where he is still teaching.

Selden King—Taught one year at Constantine as Principal of the Union School. The next year he spent in Ann Arbor as Principal of the Grammar department of the public schools of that city. Mr. K. is now cashier for a firm in Grand Rapids.

Mary Henry—Went to Saline, where she taught for a time; from this place she went to Armada and taught a year. Moved to Missouri with her parents a short time since.

Lizzie Artley—Taught a district school at Lodi Plains for one term. Is at home at present.

Hannah J. Clements—Taught some time in the Fentonville Union School, which situation she left last spring to come to Detroit, where she is now teaching in the Guild Hall School.

Betsy A. Gould—Has been teaching since graduation with excellent success in the vicinity of Saranac.

Hannah Griswold—Taught with success for a time in Detroit; was expecting to continue teaching, but was taken sick and died in the fall of 1866. Her loss was much lamented by all who knew her.

Myra Knight—Taught in the Adrian schools several terms with success; was married during the past summer to J. S. Lane, a classmate.

Lucy A. Nelson—Went to New Baltimore after graduating, and taught there one term, after which she taught in Dowagiac with marked success for a year, at the close of which she became Preceptress of a Young Ladies' Seminary at Gainsville, N. Y. Miss N. remained East one year, when she returned to Michigan and became the wife of her classmate Myron Voorhies.

Frances V. Clark—Married soon after leaving school. Taught a term near Ypsilanti since her marriage. It is not known where she is now.

Sera Eaton—Continued her studies for a time, then taught at Howell one term, and then at Brooklyn, Jackson County, until a short time since, when she married a Mr. Wilbur. She and her husband are both studying at Adrian College.

Addie R. Chandler—Went to Dowagiac as soon as she completed her course, and there took the position of Grammar teacher, which place she held with credit to herself and profit to the school until her health failed, when, after two years of ceaseless labor crowned with merited success, she gave up teaching for the rest she needed. After resting through the summer, Miss C. took a position similar to the old one at Utica, where she remains until New Years. Miss C. excelled in teaching what most dislike or often fail in teaching, namely, *Geographg.*

Mary Wall—Taught in Ceresco one term, then in Dowagiac for a time, when she went back to Ceresco and taught for some time. She is now teaching in the High School at Dowagiac.

Martha Cram—Married Thomas Baker, and lives at Traverse City. She may have taught.

FOURTEENTH CLASS, 1866.—V. P. Bayley—Has not taught, but went into C. J. Whitney's music store in Detroit, where he still remains.

D. E. Wilbur—Taught the public school at Paw Paw two terms, when he left to take the Principalship of the Dowagiac Union School, where he still remains.

A. C. Nichols—Taught in Otisco, then followed photography for a time, was in the Auditor General's office, and is now teaching again, in the Union School at Quincy.

P. S. Green—Taught one term at Grand Ledge, then studied for a time, and the past Fall took charge of the Union School at Decatur, where he still remains.

E. N. Lathers—Was Principal of the Clarkston Union School, but has now gone into business at Perrinsville.

O. Pierce—Was Principal of the Almont school for a time; attended school, and is now teaching at Grosse Isle.

L. C. Donaldson—Went to Alton, Ill., where he fills the position of teacher in the Preparatory School connected with the College of that place.

Mary and Carrie Bills—Both married a short time after graduating; have not taught.

Ellen Bishop—Took a place in the Utica Union School, which she left for one in Troy, Oakland County. Is thought to be teaching still.

Anna P. Ruckman—Taught a year in the Union School at Mt. Clemens; is still teaching.

Matilda S. Brown—Taught for a time at Walled Lake, and teaches still.

Nellie S. Creelman—Is teaching in the Ypsilanti Union Seminary, where she has been for a year or more, and is succeeding well.

Helen F. Williams—Taught in Decatur one year with great success; is married now and lives at New Baltimore.

Josephine Young—Taught for a short time, when she was taken sick and died.

Anna P. Edwards—Accepted a position in the Adrian public schools where she still remains, giving satisfaction.

Addie S. Goucher—Taught one term, when she became Mrs. C. L. Whitney.

Estelle Hewett—Taught a few weeks in the Hudson school, but, not liking the business, she gave it up and is now devoting her time to music, at Birmingham.

Sarah M. Smith—Is and has been for some time past teaching in one of the Detroit public schools, which place she has filled with credit.

Augusta D. Hall—Took a District School one term, and has since that time been a successful teacher in the Jackson public schools; is now Grammar school teacher in one of the ward schools.

Mary L. Bassett—Taught for a year in Detroit, since which time she has been at the Normal, pursuing the study of modern languages.

Juliette Bradbury—Is teaching a select school at Kennebunkport, Maine.

Amanda C. Wall—Has been Preceptress of the Dowagiac High School since leaving the Normal.

Anna West—Taught for a time in a private family at Dentonville; is now teaching a select school at South Bend, Ind.

CALHOUN COUNTY.

Sup't MARBLE sends us his report, from which we gather these items: The Inspectors report 179 district or public schools, to which may be added 20 private schools, making an aggregate of 200 schools in the county.

All the districts have houses completed or in process of erection, although not more than one in three of those visited by the Superintendent have been found fit for school purposes. Twenty-two out of the eighty-five visited are called good, and eighteen of this number may be called first-class. One school house, with something akin to true ventilation, was found in the city of Battle Creek. The Superintendent gives some good hints upon the subject of ventilation. Seventeen school grounds have been found well fenced and with shade trees. Forty-eight have no out houses; forty have no apparatus, not even WEBSTER'S Dictionary; thirty nine have no record books. The Superintendent regrets to find that only thirty-five teachers were found to be readers of an *educational journal* of any kind. It is hoped that such may not be the case hereafter. It is the excuse of some that their wages are so low that they are not warranted in subscribing for a journal "Now the only way to secure better pay is to fit ourselves for *first-class* teachers, which can be done in no other way than by securing every means in our reach to aid us in becoming such."

One hundred and seventy-seven certificates had been granted—ten of the first grade, sixty-nine of the second, and ninety-eight of the third.

Nearly all appear satisfied with the law creating County Superintendents, believing that its practical result will be a deeper interest in the cause of education throughout the State.

BATTLE CREEK has 920 pupils in attendance upon her public schools, with 93 per cent. of attendance. Mr. THADDEUS LANDEN still remains as Principal, and is assisted by Miss GEORGIANNA WEBB, as Preceptress; J. G. PLOWMAN is Principal of the Grammar School, and has Miss ELIZABETH GLEASON for Assistant. Misses JULIA DICKSON, LIDA WARDSWORTH, MARTHA ECHLES, EMILY M. MACDONALD, H. G. CROSS, and A. L. SIMPSON are

teachers in the Intermediate and Primary rooms of building No. 1; Miss S. M. COX, HELEN THOMPSON, ELMA GIFFARD, and ANNA L. MASON teach in No. 2. The teachers of No. 3 are KATE M. MEAD, ALICE BALLS, MARY ELSWORTH, Miss M. A. HOUSE. JOSIE ROBINSON and Miss E. M. LANE teach in No. 4. A new central building is much needed.

HOMER.—HENRY N. FRENCH is Principal of the school here, and is assisted by MARY E. MILLS and Miss D. KENNEDY. One hundred and thirty-five pupils are in attendance.

CASS COUNTY.

Sup't A. H. GASTON reports a favorable state of affairs in his county. There have been twenty-two certificates of the first grade, sixty-six of the second and thirty-three of the third grade issued to teachers in this county making one hundred and twenty-one in all. *Four only* have failed to pass an examination.

EATON COUNTY.

Sup't HOOKER, of this county, says in his report:

"In my county are one hundred and thirty-six school districts and one hundred and thirty-five schools. During the past summer I visited eighty-six of these schools. Districts are, as a general thing, too small, rendering rate bills necessary, and these invariably give dissatisfaction.

"The buildings are generally good, there being but thirty-five log school houses in the county, and, at the present rate, these will have all disappeared in the course of three years. Our buildings are deficient in means of ventilation and furniture, but are otherwise well adapted to comfort and convenience of teacher and pupil. Districts are poorly supplied with maps, globes, etc., the globes especially being exceedingly scarce.

"Many of the teachers I found to be young and inexperienced, and not a few totally unfit for the business of teaching. Many of these were not examined this fall, and others failed to get certificates, thus giving us a better class of teachers for the winter.

"One hundred and thirty-seven candidates have been granted certificates, out of one hundred and sixty-seven who applied. Of these, five received certificates of the first grade, sixty-four of the second, and sixty-eight of the third. Many of these will not teach, thus creating a scarcity of teachers.

"Teachers appear to be making great efforts to prepare themselves for examination, and I think many will be better fitted by another fall."

CHARLOTTE.—The Union School of this place is under the care of Mr. OSCAR S. INGHAM, and has an attendance of 340 pupils. Mr. I. is assisted by CLEMENT SMITH in the Grammar school, ALFRED PERKEY in the Intermediate; by Miss ELLA R. WEBBER in the 2d Primary, and Miss AMANDA JAQUES in the 1st Primary.

EATON RAPIDS—Has a fine school of about 300 pupils, in charge of H. F. BEAN, assisted by SARAH KELLOGG in High School, JENNIE DUTTON in the Intermediate, and AMELIA BUCK in the Primary.

IONIA COUNTY.

Mr. E. V. W. BROKAW, Principal of Portland Union School, has been appointed Superintendent of Schools for Ionia County, to fill the place of W. M. SPENSER, lately deceased.

PORTLAND.—The school of this place has an attendance of 210 pupils, under the care of E. V. W. BROKAW. His assistants are MARY A. SCHENCK, NAPOLEON B. RICE, and ESTELLE A. MOREHOUSE.

LYONS.—G. A. CABLE is Principal of the school of this place. Misses ELLEN ROOF, AMELIA LEWIS, and MARY LINDSLY are assistants. The attendance is 200. This town is much in need of new and better buildings.

IONIA.—Mr. C. A. HUTCHINS still has charge of the schools of this place. Few places have better buildings or more interest in their schools than this. The High School assistants are, Miss MAY THAYER and Miss ABBIE HARTER; Miss L. RIDER has the Grammar School. The Intermediate teachers are Misses M. M. and O. E. CADWELL. The Primary teachers are Misses T. LINES, T. BANGS, M. O. BEATTIE, and — SCOTT.

JACKSON COUNTY.

The report of A. B. DARRAGH, Superintendent of schools in this county, shows 40 per cent. of the schools to be doing good and efficient work under the management of earnest, hard working teachers. These schools seem to have the greater number of visits from patrons, showing that interest in schools accompanies good work, and *vice versa*. Of the whole number of teachers employed, 29 per cent. had taught less than one year, and 34 per cent. had had no previous experience. The larger portion of the more experienced were employed in the Graded Schools, so that but 9 per cent. of those having experience are teaching outside of the Graded Schools. A still lower per cent. than this have read books upon the subject of teaching any special study.

But nine houses in the county have any adequate means of ventilation; 60 per cent. of the houses are incommodious and deficient or devoid of proper apparatus. 200 applications were made for certificates, of whom 23 received certificates of the first grade, 46 certificates of the second grade, 69 certificates of the third grade, and 62 were rejected. The average age of the teachers in the county is 21 1-5 years. Nine have attended the State Normal School; six hold Normal Diplomas; but eighteen have attended a Teacher's Institute, and forty-five a County Institute. The effect of raising the standard of scholarship in regard to granting certificates has been to lessen competition, and correspondingly to increase the wages of teachers, which gives universal satisfaction among the patrons of schools. The number of school districts in the county is 155. Altogether a great reform is being undergone in regard to the school system in the county.

MACOMB COUNTY.

Sup't BRIGGS in his report shows that there are 112 public schools in the county. Nine of them are Graded or Union Schools, requiring 27 teachers. There are also nine Private Schools in the county with 305 pupils,

sustained by church fund or subscription. Seven districts have had no school the past summer. The whole number of children between the required ages, as shown by inspectors reports, is 8,943. 132 visitations have been made by the Superintendent at 106 schools. 120 persons have been granted certificates, as follows: 16 of the first grade, 51 of the second, and 35 of the third grade.

The Sup't speaks of the need of better houses in most of the districts. He also complains of the lack of school visitation by parents; the frequent change of teachers; want of uniformity of text books; and want of aids to instruction. The report is closed by a plea for atownship system in the place of the district system of the present.

OAKLAND COUNTY.

PONTIAC.—We learn from the papers that the Third Ward school house of this city was partially blown down in the late gale, and many of the scholars present injured, some of them it is feared, fatally. The upper portion of the west end of the building was blown in, and the heavy mass of brick and mortar falling upon the ceiling, broke through it into the schoolroom below, and the pressure on the joists crushed out the south wall, letting the whole mass upon the heads of the teacher and the terrified and struggling children. To one looking at the wreck of the building, after the accident, it seems almost a miracle that any of those in the house should have escaped alive. As it is, many are seriously hurt. Mrs. LUTHER VORHEIS, the teacher in charge of the school, exhibited great firmness and presence of mind in rescuing her pupils from the ruins of the building. She was, fortunately, but slightly injured. Of 47 scholars in attendance usually, she reports 20 only now present.

HOLLAND.—The Union School of this place is much larger than we had supposed, and is doing good work under the charge of Mr. C. H. MONROE, as Principal. The assistants are Mr. and Mrs. VON O'LINDA, and Misses VISCHER, ALBEE, WALKER and CLARK. The attendance is about 450.

ORION is having a new brick school house, costing about $3,000.

SHIAWASSEE COUNTY.

Sup't T. C. GARNER, of this county, has given seven first grade certificates, six second, and ninety-nine third grade certificates, and has refused to give certificates to forty-nine candidates. A large teachers' class has been held by the Superintendent in the Union School at Corunna, lasting nine weeks. Closing this class 16 days were spent in the examination of teachers of the county. The County Superintendent movement seems to be much in favor in this county. The Board of Supervisors voted the County Sup't $5 per day, for 175 days labor, and allow him to spend the remainder of his time as Principal of the Union School at Corunna.

CORUNNA.—The school opened on September 2d, in the new building, with the following corps of teachers: T. C. GARNER, Principal; Mr. B. F. HOWARD, Assistant and Principal, in absence of the Principal, attending to his duties as County Superintendent. Miss ETTIE PARSONS is assistant in

High School; Mr. J. D. LEALAND has the Intermediate; Miss A. GOODELL the First Primary, and Mrs. A. JACKSON the Second Primary. Out of the 488 pupils in the district, 405 are in attendance. The Normal class of 41 pupils furnished the county 28 efficient teachers.

OWOSSO.—This place will, when its Central Union School building, costing $30,000, is done, have fine school accommodations. The schools have an attendance of over 400 pupils at present, and under the charge of ALBERT HARDY, Principal, are doing a good work. Mr. H. has an able corps of assistants, as follows: ADA LADD, in High School; ALICE KERR, in Grammar School; Miss E. L. LEVERE, in the Intermediate; Mrs. SARAH GUNSOLBY, in First Primary; and Miss M. SPENCER, in Second Primary. Miss C. L. WALDRON teaches in the First Ward School, and Miss E. J. BENEDICT teaches in the Second Ward School.

BYRON.—The Union School at this place is in charge of Mr. HUGHES.

VAN BUREN COUNTY.

The Teachers' Association of this county held an interesting meeting on the 7th of December. The President of the Association, C. J. THORPE, of Paw Paw, read a lecture upon the importance of Teachers' Associations. Ex-Sup't BELLOWS, now Professor of Mathematics in the Normal School, gave a lecture upon "*Teachers' Study* — the sciences necessary to make a full teacher. and the arts necessary to make a successful one." As among the means toward the art of professional teaching, Prof. B. mentioned, Normal School—Works on the Profession—Teachers' Associations, and *Teachers' Journal.* The meetings of the Association are quarterly, the next occurring in March at Decatur.

During the fall examinations by the County Superintendent, E. A. BLACKMAN, one hundred and twenty-three certificates have been granted to teachers, of which ten were of the first grade, fifty-five of the second, and fifty-eight of the third. There are about one hundred and forty schools in the county; so it will be seen that some of the schools are not yet supplied with teachers.

SOUTH HAVEN.—The school at this place, D. E. THOMAS, late of Dowagiac, Principal, opens finely and is quite full. Mr. T. has Miss SARAH BLACK and Miss JENNIE WRIGHT as assistants. Another assistant is still wanted. A fine Lyceum has been opened in connection with the school, and bids fair to do well.

WASHTENAW COUNTY.

The worthy Superintendent of Schools in this county says: "There are in the county 163 districts, as reported by School Inspectors. Nine of them have Graded or Union Schools, and employ 76 teachers. The remainder have 154, making in all an educational force of 230 teachers to keep all our schools in working order. We have, as per returns, 12,826 children within the legal ages.

"One hundred and three schools have been visited, two Institutes held with eminent success, and over 40 public examinations of teachers, since May 1st.

"Two hundred and fifty applicants have been examined, and 47 first grade, 103 second grade, and 76 third grade certificates issued, making 226 in all.

"There has been much anxiety on the part of many lest they should fail, and I have said to them that they must be better qualified for teaching or they would not pass another year's examination.

"The effect of the change in our system is already visible in the increased attendance at the different schools, of those desiring to teach, in order that they may be duly qualified for their work."

Sup't PIERCE has also done much good work in circulating among the teachers articles which he has published with a view to show them the necessity of better preparation for, and work at their duties. The county appreciates the efforts of its Superintendent in voting him $5.00 per day for 300 days each year, as salary, also an allowance of $50 for stationery.

ANN ARBOR.—The schools of this city are in successful operation under the superintendency of ELISHA JONES, late of Detroit High School. About 1,500 pupils are in attendance. The High School is in the care of A. H. PATTENGILL, assisted by HANNAH A. LORD, Preceptress, Misses B. E. NICHOLS, C. A. GOWER, E. BAUER, ELIZA C. DOTY, HANNAH EASTMAN, and C. A. SAGER, and has 240 students. The Grammar Department with 235 students is in charge of WM. E. ROBINSON, Principal, assisted by Misses ABBIE A. POND, Preceptress; M. A. READE and SALLIE MITCHELL. The First Ward Primary is taught by Misses KATE E. GARDNER, Principal, AMANDA HENNING, HATTIE E. YOUNG, MARY A. COBB, SARAH E. GEER, LIZZIE V. YOUNG, and RUTHELLE KOOR, who have 422 pupils. The Second Ward Primary, with 185 pupils, is taught by ELLA J. FRENCH, MARY MULHOLLAND, JENNIE BREWSTER, and JOSIE CONOVER. In the Third Ward Primary are 160 pupils in care of Misses A. E. NOBLE, KATE CULINAVE, LOTTIE GARLAND, and LOUISA GAUNT. In the Fourth Ward, ELIZA BOTSFORD, ADDIE H. STORY, and Miss C. E. CORNELIUS, have 101 pupils. In the Fifth Ward, CARRIE MATTHEWS, ELIZA LADD, and FRANK KELLOGG, have 135 pupils. Another ward building is to be erected in time for the next year's school.

CHELSEA.—Hon. WILLIAM WINES, late of Tennessee, has charge of the school of this place. Miss HELEN POST, from Ypsilanti, is Preceptress, which place she took on the death of Mrs. WINES. Miss JENNIE CRAWELL is assistant in the Intermediate, and NELLIE E. COOPER in the Primary Department. The school is in a promising condition, and does the place honor.

MANCHESTER has just completed a large, fine building, in which no expense has been spared to make it ample in size and complete in appointments. The people will not have to build again soon, but they may have to change and rearrange somewhat the interior of the building. The school opened well on November 4th, in charge of EUGENE C. OLNEY, as Principal. He is assisted in the Grammar School by MARY HITCHCOCK and Miss VIOLA GORDON in the Intermediate; MARTHA PERKINS in Second Primary; and Miss SARA DAVIS in First Primary. There are about 300 pupils in attendance, and everything indicates a flourishing school.

DEXTER needs a Ward building to accommodate the children in the lower part of town, and one will soon be built. G. WASHINGTON CROUCH is the Principal of the school, and has for assistants, MAGGIE TURNBULL in High School: MARY LOCKSMITH and MISS M. HICKS, in Intermediate; and FRANK DARLY, in the Primary.

SALINE has a school house in process of erection, which will cost $20,000 or more. It is two stories high and of brick. S. B. ORMSBY is Principal, and has for assistants Miss EMILY KERR and ALICE BARNES. 110 pupils are in attendance.

WAYNE COUNTY.

Sup't L. R. BROWN, of this county, has visited sixty schools, the majority of which he found very well conducted, others were inferior. The school buildings, grounds, fixtures, etc., correspond generally with the interest manifested by the district in educational matters. One hundred and thirty-five teachers have been examined who have generally acquitted themselves well, yet there is abundant room for improvement. One hundred certificates have been granted—twelve of the first grade, sixty-one of the second grade, and twenty-seven of the third grade. There is a want of thoroughness in teaching, with many, also, a want of adaptation to impart instruction in a complete and thorough manner. There seems to be a growing interest in favor of the system of County Superintendents, and its adaptation to the wants of the school is seen.

There seems to be a movement toward the improvement of the school buildings in the county. The people of Flat Rock are building a house at a cost of $8,000, and one costing $6,000 is being built at Bellville. These houses are on improved plans and will be well furnished, and, when completed, accommodate three hundred pupils each.

TRENTON has not a graded school yet, but is doing good work under C. G. MUNGER with one assistant. They have an attendance of 150 pupils.

MATTERS ABROAD.

AMERICAN.

MAINE.—The State Educational Convention was held at Lewiston on Monday and Tuesday, November 25th and 26th. The meeting was called to order by Prof. GEO. M. GAGE, Principal of the State Normal School at Farmington. Mr. C. B. STETSON was chosen Secretary *pro tem.*, after which remarks were made by Mr. GAGE, Rev. Mr. BALKAM, Mr. HANSON, Mr. STETSON, and Rev. Dr. BALLOU. A committee was appointed to nominate officers for a permanent organization. The topics discussed were Arithmetic, opened by Mr. WALTON, and Best Method of School Supervision, opened by Rev. Dr. BALLARD. Lectures were delivered by Gen. J. C. CALDWELL, A. P. STONE, of Portland, C. B. STETSON, and Prof. HAGAR, of the Salem, Mass., Normal School. Rev. Dr. BALLARD was elected President, Prof. GAGE Vice President, and C. B. STETSON Treasurer and Secretary.

NEW YORK.—A Normal School is to be organized in Buffalo, the Legislature appropriating $12,000 annually for its support. $45,000 has been voted by the Board of Supervisors for the erection of buildings. JOSEPH KETCHUM, Esq., has donated a suitable lot.

ILLINOIS.—At a recent meeting of the Board of Trustees of the Industrial University, the Committee on Courses of Study recommended through its chairman, Dr. GREGORY, that the Spring term be opened March 2d, 1868, to continue fifteen weeks. The college year will commence with the opening of the Autumn term, and continue thirty-six weeks, divided into sessions of twelve weeks each. W. H. BAKER and G. W. ATHERTON were appointed to Professorships at salaries of $2,000. A cabinet is to be purchased at a cost of $4,000. Regent GREGORY will deliver his inaugural address March 11th, 1868.

NEBRASKA.—The Nebraska State Teachers' Association held its first meeting at Brownsville on Wednesday, October 16th, continuing two days. The opening address was delivered by J. T. GOODNOW. Judge HEWITT was elected President, J. M. MCKENZIE Corresponding Secretary, and Col. O. H. IRISH Secretary. The President gave an address on Practical Education, Prof. GOODNOW on Physical Education in Common Schools, on the Proper use of Memory, and on the Origin, Progress, Defects and Excellencies of the English Language.

The Nebraska State Normal School has been located at Peru, on the banks of the Missouri. A brick building 80 by 40 feet is in course of erection. Prof. J. M. MCKENZIE is Principal.

KANSAS.—The State Superintendent has held Institutes at Garnett, Ottawa, Mound City, Paola, Wyandotte and Salina.

NEVADA.—The State Superintendent has a salary of $2,000, and is empowered to hold one Institute annually, continuing not less than five nor more than ten days. The expenses, which must not exceed $100, are to be paid from the State Treasury.

FOREIGN.

CANADA.—The Teachers' Association of the Province of Ontario held its seventh meeting, October 6th, 7th and 8th. The Association was addressed by Prof. WILLIAM MCCABE, the Vice President. The topics of discussion were "Best mode of Teaching Reading and Spelling, Primary Instruction, County Teachers' Associations, Exclusion of Girls from Grammar Schools, Provincial Certificates, Text Books." The Rev. Mr. PORTER lectured upon "Child Neglects," and Dr. W. JEFFERS addressed the Association upon the "Relations of Teachers to the School System of Canada." Speeches were made by M. LEVE, delegate of the Board of Public Instruction of Belgium, and Prof. GRAHAME, of St. Francis College, Quebec. Resolutions of condolence upon the death of THOS. J. ROBERTSON, late Head Master of the Normal School, were passed. The Annual Conversazione was held in the theatre of the Normal School building, Dr. RYERSON taking the chair.

ENGLAND.—The Blue Book of the Board of Trade gives the number of inspected schools at 8,753, and the number of children in attendance, 1,082,000. The expenditure for public education was £813,000.

The Michigan Teacher.

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The Study of Anglo-Saxon.

BY PRES. T. C. ABBOT.

ONE reason for studying a language is to get at the literature and knowledge it contains. There is, as all who read DeQuincey may find fully defined, in his article on "Pope," a literature of knowledge, and a literature of power. Works of the first kind tend to further the progress of men in knowledge, and are afterwards superceded by works containing the results of later investigations. The Anglo-Saxon has no literature of knowledge for the general reader, unless as he seeks it in the history of opinions, a completer understanding of past times, or the study of language itself. But, on the other hand, so neither has the Greek. Once it had. When the fall of Constantinople, in 1445, scattered its exiles through Western Europe, they brought with them the works of Aristotle, Plato, Demosthenes, Thucidides, and others. These were then a literature of knowledge as well as of power, and rendered much aid to that revival of learning with which Florence was beginning to illumine the so-called middle ages, in which, intellectually, was

"No light, but rather darkness visible."

For a long time the Latin was the language in which to read literature of knowledge. Newton's *Principia* and Bacon's *Novum Organum* were written in that language. So were

Entered according to Act of Congress in the year 1867, by Payne, Whitney & Goodison, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan.

works of science, and of history, generally. The Latin was then indispensable to an education, in a sense in which it no longer is. The English language now contains a literature of knowledge every way surpassing all that a knowledge of many tongues could furnish a hundred years ago. And when we wish to add to this wealth of English books, to study science, history, modern arts, we go no longer to Greek and Latin books, but to French and German ones.

A language may be studied for its literature of power. Such literature is indeed, to a great degree incapable of translation from one language to another. The Bible, in English, is perhaps an exception. The beauty and simplicity of our English version, and even its rhythm, compares very favorably with the original. It is said, no other language possesses a version of so much power. But who has transferred to English the simple energy of HOMER, the sweet majesty of VIRGIL, or the inimitable grace of SOPHOCLES and HORACE?

It is but fair to say, to any one who proposes to study the Anglo-Saxon, that a genuine literature of power is almost unknown in it. Greek, Latin, French, German, nearly all modern languages, even the old Icelandic, far surpass the Anglo-Saxon tongue in the literary value of their works. He who turns from the English to it, turns from the richest of all literary fields to one of the most barren. For no literature exceeds the English. HOMER and PINDAR never rise to the sublime heights of "Paradise Lost," nor do the Greek or Latin languages furnish us pastorals to compare with "Comus," nor an elegy to compete in beauty with "Lycidas." And what of their dramatic writers would they not give for our SHAKSPEARE, that "myriad-minded man!" No department of literature can be named in which the English language falls much short of rivaling the best that the Greek and Latin tongues possess, while the number and variety of English works of high excellence sets all competition of the dead languages at naught.

The Anglo-Saxon is by no means devoid of interest. Its poetry, especially the *Beowulf*, has considerable intrinsic merit. But the literature was mostly the work of the best and most intelligent men of their times, who had in view the education and

practical advancement of the people. It is a literature contrasting greatly, and much to its own credit, with that of any other people of like advancement, in its high moral aims.

Still, the teacher, like every other reader of literature, should make at once for the very master-pieces of thought and expression. Of course, the teacher's first reading should be that which prepares him for giving instruction in what he teaches. There will be some tired evening or noon hour for the paper, the novel, the magazine, which, however, should be but sparingly indulged in. Then there comes literature of knowledge, in which the teacher should seize upon the best and most authoritative works. If, for example, he teaches Mathematics, let him, after mastering one work on Geometry, or Algebra, leave all comparison of different authors and methods in the study, and hasten at once to the Calculus; because when he descends from that branch to the review of lower branches, he brings a widened vision to bear on all the applications of Mathematics.

So in literature of power,—the reader should acquaint himself with its highest and best. If the reader does not like BACON, and BURKE, and SHAKSPEARE, and MILTON, he ought to do so, and should force himself to do so. In history, in philosophy, it is a loss of time to take books made easy to an unthinking, undisciplined mind. We should certainly aim at the highest, and insist upon having such a taste and such a discipline as shall make such best works our pleasant mental food. Intrinsically, as literature, the Anglo-Saxon is not worth very much, and this is the greatest drawback to the study of it. There are respects, however, in which a knowledge of it is worth much.

There are some reasons for the study of Anglo-Saxon which do not apply to it alone. The comparison of another language with our own presents language itself in a new light. English is our mother-tongue. Acquired in early years, and used without consciousness of effort, it seems to him who knows no other tongue, to be the necessary means of speech. His idea of foreign languages is simply that every English word, and phrase, and etymological and syntactical form has its exact equivalent in them. It is important to a general education that this notion should be destroyed, and that languages should appear to be a

sort of organic structure, differing from one another, with the climate and habits and historical antecedents of each people. For purposes of such instruction the Anglo-Saxon much exceeds the French in value, although inferior to the German and the classical languages of antiquity.

The consideration just presented does not seem to me to be of slight importance. When we see how language bodies forth the subtlest modifications of thought; how capable it is of rising in majesty, or of being belittled with the moral tone of the nation or age which uses it, we begin to look upon it as something divine. And if we study words historically, and read their "fossil poetry," we shall find in them, even apart from their union into sentences, not only the figurative conceptions of past times, but much of the practical wisdom and moral judgment of mankind. It is worth much pains to invest language with such interest, and make it thus a perpetual source of wondering pleasure, and moral profit. I remember even yet with delight the time when some advance sheets of CROSBY'S Greek Grammar (in times before KUEHNER'S and KENDRICK'S were published), revealed the close conformity of the Greek verb with the logical requirements of thought. What wiser than ARISTOTLE taught the Greeks to indicate their past time with the augment, their completed action with the reduplication, and to join *both* to their pluperfect, so accurately distinguishing, and marking both the time and the state of completion indicated by it? How happens it that the earliest languages exhibit the most complete system of terminal changes, such as one could suppose only the deepest study of logic and of grammar could devise?

To the English scholar, certainly the study of the English language naturally takes precedence of a knowledge of other dialects; but the language is not one whose power becomes known by merely using it. Of course, a general knowledge of it is learned at the fireside. But the language has so many irregularities—derived from the tongues which preceded it, both in its syntax and in the formation of its words—its roots come from so many and so differing elements, that nothing but persistent study can enable us to master its idioms and the full force of its terms.

The Anglo-Saxon is of great importance in such a study. Probably three-fourths of our daily speech, whether in written or spoken works, is derived from it.

The Anglo-Saxon element of the language has been for some years steadily growing in favor. The relative proportion of words derived from it is continually lessening in our dictionaries, owing to the new terms which science is adding to our stock of words. But the proportion of words of Saxon origin upon a page of the standard writers of our day exceeds that of the writers of a century ago. As for the Latin and other elements, they are accretions to the language the genius of which they have been unable to change. Speaking of the English as a composite language, HENRY REED, in his lectures on English Literature, says: "We get perhaps a wrong notion of its being made up by the union of two dialects, the Saxon and the Norman. The truth rather seems to be that the Anglo-Saxon language has displayed the same powers of acquisition as have distinguished the race, and has thus enlarged the domain by conquest, and appropriation, and annexation, retaining, however, vitally, its essential Teutonic character." Nevertheless, as Mr. MARSH says, in his lectures on the English Language, p. 9, our language seems to have "lost its original organic law of progress, and its present growth is by accretion, not by development."

It may be well, just here, to ask how the study of Anglo-Saxon is to aid in the understanding of the English language. The study of it is not the most direct means to a mastery of English in speaking and writing. Nothing can help to this so quickly and so accurately as the careful study of the best authors, combined with constant practice in writing and speaking. The study of English Grammar, even, is, for the most part, but a feeble means of securing correctness of speech; and a large part of the time employed upon it could be better spent in other studies. Some of the definitions and some of the rules of Grammar are well enough in an early part of a child's course of study, as a preparation for the more full and more careful exercises in writing, and the correction of all errors of speech. But Grammar as a science can be understood only after an acquaintance with logic, and such discipline as that science

affords. The study of the Anglo-Saxon, and the same may be said with equal truth of the Latin, does not afford very much help to the understanding of the present significance of words, nor to the present syntactical constructions of our language. Those indeed who permit the original meaning of words to control their present use, are often guilty of great blunders. We have not heard of any who refuses to put hay or oats into his barn, because the Anglo-Saxon meaning of barn is a place to conceal *barley*, but we have known grave problems in philosophy and theology argued with something of a triumphant air on grounds of the etymological meaning of terms.

But the general scholar, especially the teacher, is not satisfied with the study of English for the sake of its accurate use only. He wishes to know something about it, as being of itself an object of interest.

Suppose the teacher interested in the grammar of our language, and wishing to pursue his investigations beyond the English into the languages from which it is derived. It may be that for securing a general notion of grammar the Latin is superior to the Anglo-Saxon, but it also requires long and tedious study to acquire it. The Anglo-Saxon is comparatively easy. Again, the Latin has had almost no influence upon the grammar of our language. We have some Latin plurals in i, and the French feminine termination in ess, but almost all our inflections and terminal endings are from the Anglo-Saxon. Our possessive, our plurals in s and in en, our comparative and superlative endings, the tense forms, both regular and irregular, and the personal endings of our verbs,—whatever we have of this kind in our grammar, is derived from the fuller forms of the Anglo-Saxon. That language declines its adjectives through two numbers, three genders, and at least five cases, with the regularity of a German adjective. Its personal pronouns have a dual form. It is an interesting, profitable, but somewhat unsatisfying study to pursue these grammatical forms from our language into the Anglo-Saxon. For that, too, was a derivative of several still older dialects, which we have only slender means of studying. The irregular verbs of our language find but meagre explanation in the various classes of several conjugations,

given in the Anglo-Saxon language. The same is true of various other of our irregularities and anomalies. And when we would follow up our knowledge we find no written remains of the languages from which the Anglo-Saxon came, and can only go to related idioms, like the Icelandic and Gothic. Still in this department of grammar a knowledge of the Anglo-Saxon is of essential service.

The syntax of the English is entirely from the Anglo-Saxon. Some of its constructions are like those in Latin, and have sometimes been supposed to come from that language. The Anglo-Saxon has the ablative absolute, the accusative of duration of time, and of measure, the genitive of value, the ablative or dative of means or instrument, its lists of verbs and prepositions under sundry classes that are followed by accusative, genitive, or dative, etc., affording quite a field for grammatical study, and throwing light on the present construction of English sentences.

The history of the signification of English words, which can not be carried on independently of their forms, is an interesting and useful study. COLERIDGE, in his Aids to Reflection, says: "There are cases in which more knowledge of more value may be conveyed by the history of a word, than by the history of a campaign." This remark has been so fully exemplified by Dr. TRENCH, in his two small entertaining volumes, "On the Study of Words," and "English, Past and Present," and by GEORGE P. MARSH, in his "Lectures on the English Language," that it is sufficient to refer to them. They very richly repay perusal.

Between the literature of Saxon times and modern English there is an Old English literature, which the works of CHAUCER alone would make well worthy of study. This middle literature shows the English in its transition state, casting off the grammatical genders of nouns and adjectives, and approaching in its forms our present forms of speech. In the literature of this period one feels much more at home from some acquaintance with the Anglo-Saxon. The early English romances (poetical) cannot well be read without such knowledge, even with the help of so full notes as ELLIS gives in his specimens. Sometimes, even, the colloquial forms that we hear in emigrants from England, find their interpretation in remains of Anglo-Saxon pro-

nunciation lingering among the people. Thus, near Hull, England, the common people do (or lately did) usually call a gate a yat, which is Anglo-Saxon "*geat.*"

There is another source of interest in Anglo-Saxon literature. The Anglo-Saxons were the forefathers of the present English and American people. What more natural than that we should desire to be acquainted with their character, their modes of thought and speech. Now, hardly anything tends to bring a people more fully before the mind than the study of its literature. It helps the imagination to complete a picture of the old times and habits. We are accustomed to hear the Anglo-Saxons spoken of as barbarians. If they were so, they were barbarians who knew how to preserve freedom, and to institute and guard a national council which should really respect and truly reflect the people's will. They were barbarians who, alone of nations of their day, or earlier, bestowed on woman that social standing which she still holds with their descendants. Moreover, they were barbarians who used a language whose copiousness fitted it for all the uses of a high-minded and intelligent people. Theirs was no meager vocabulary. It could present history, poetry and philosophy, and, although a large number of its words have no Saxon representatives in the English, it is found to be no very hard task, even now, to compose a narrative of flowing English, every word of which shall be derived from the Anglo-Saxon tongue. Above all, we are led by the Anglo-Saxon directly to study the times and influence of King ALFRED, of whom MACKINTOSH, in his History of England, remarks, that "in any age or country such a prince would be a prodigy." The King himself was the best prose writer in the language, and his influence it was that gave dignity to the old English tongue, and has helped to preserve to us the most copious record we have of any of the old Teutonic languages.

It remains to give some account of books through which a general knowledge of the language may be acquired.

There is an admirable little "Guide to the Anglo-Saxon Tongue," by E. J. VERNON, published in London. The Etymology is abridged from RASK's Grammar. The book contains copious extracts in prose and verse. It often compares Anglo-

Saxon forms with those of the Dutch, French, German, Old English, Scotch, and other dialects. This book, however, has no vocabulary, and the learner must either make one for himself, or commit every word as he comes to it.

A "Grammar of the Anglo-Saxon Language," by LOUIS F. KLIPSTEIN, was published in New York in 1853 (revised edition). Its Etymology is more full than that of the manual of VERNON. It has no reading lessons. KLIPSTEIN, also, is the author of our "Anglo-Saxonica," a selection of extracts from the Anglo-Saxon literature, in two volumes. The first volume is of prose, the second of verse. The notes are instructive and interesting. The books have no vocabulary. Mr. KLIPSTEIN also edited the "Anglo-Saxon Gospels." These were all published in New York, by G. P. PUTNAM, but the Gospels is long since out of print.

It is not unlikely that the Anglo-Saxon Grammar of Professor SHUTE, lately published by LEYPOLDT & HOLT, containing, I believe, grammar, extracts from Anglo-Saxon literature, and a vocabulary, may be preferable to VERNON, as a manual for beginners, but I have not seen the book.

BOSWORTH'S "Compendious Anglo-Saxon and English Dictionary" could be purchased for $3.00 before the war.

In BOHN'S antequarian library there is a "Life of Alfred the Great," by Dr. R. PAULI. The volume contains King ALFRED'S version of Orosius, in the Anglo-Saxon, with literal translation into English, followed by a glossary and a meagre grammar. But a volume containing poetry also, like VERNON'S, would be preferable to one containing prose only.

SECRET SOCIETIES IN COLLEGES.

A WRITER in the January number of the TEACHER tells us that "these organizations had their origin at Union College, in 1825." In this statement, as also in others, the writer is greatly mistaken. I was, in 1818, a member of the United Brothers' Society at Brown University. Its rival was the Philomenian Society. These two societies had been in existence many years. They had accumulated a valuable library each, of over 2,000 volumes. They consisted of choice books,

and were more used than the public library. I was also, in 1823, an honorary member of the Cliosophic Society of Nassau Hall, while connected with the Theological Seminary at Princeton. This society had been, as well as its rival, in existence many years. They, too, had each a large library.

The rivalship of the two at Brown led to untiring efforts to excel. Almost every member of College became a member of one or the other; and their ambition was to have the best scholars, writers and speakers. And this required unceasing effort. We met every Friday afternoon for discussion; so, also, our rival. In my judgment, those societies did more to promote readiness in debate than all else during College life. Each must do his part, and facility in speaking was there acquired. An alumnus, SILAS A. CRANE, D. D., who visited the University at its last commencement, in his comparison of the administration of Dr. MESSER with that of Dr. WAYLAND, laments that those libraries should have been abandoned and scattered. But the breaking up of those societies was one of the measures of the latter. After this, and the adoption of other measures, the classes decreased more than half, and it was not till years after that the College regained its former numbers.

What is said of "bitter contentions and animosities," is, so far as my observation has extended, a mere fancy sketch. So, also, what is said of "their effect on religious sentiment and practice." We had a College Praying Society that met once a week, that rose from about thirty to over sixty. Every member belonged to one or the other of those secret societies. I can now name more than fifty that went forth and entered the ministry. One, who has recently died—truly evangelical, never absent from the prayer meeting—was Dr. CUTLAR, of Brooklyn. The same was true of Nassau Hall. I could give names whose praise has ever been in all the churches.

I have no doubt, there have been cases of perversion. And what is there on earth, that man has ever touched, which has not been perverted? I am aware that it is fashionable, in certain quarters, to decry secret societies, but the world is made up of such, and the foundation of all, the family, is a secret society.

But it was not my purpose to discuss these matters; I therefore close. JOHN D. PIERCE.

OUR LIBRARY SYSTEM.

THE object in view in the preparation and presentation of this paper is, not to give a full and complete consideration of the topic in all its relations to the general work of education, but rather to open the way for a free discussion of the subject by the members of the association.

Each man will judge of the success or failure, of the value or worthlessness, of our present library system, chiefly from the condition of the libraries, and the results wrought out by or through them, upon the field of his own observation.

We may, therefore, by a comparison of the facts which we have gathered, and of the conclusions to which these facts have severally brought us, be able to learn the actual condition of the township and district libraries throughout the State, the aid which they are rendering in instructing and informing either the children or the parents, and the probability of making them more and better than they now are.

As an introduction to this discussion, it may be of service to state briefly what our library system is—the means provided for the formation and increase of the libraries—and the machinery for the preparation and furnishing of books; to which, if time allows, a word may be added indicating some of the ends which should, as I suppose, be kept in view in filling the libraries, and, consequently, to some extent, the kinds of books most appropriate and useful for this purpose.

I. OUR LIBRARY SYSTEM—WHAT IS THIS, AND HOW CREATED?

Our township and district libraries owe their creation and continued existence—such as that existence is—to a constitutional provision.

In the original Constitution, adopted at the time when Michigan was admitted as a State of the Union, section 4th, under the article Education, reads thus:

> "As soon as the circumstances of the State will permit, the Legislature shall provide for the establishment of libraries, one, at least, in each township; and the money which shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines assessed in the several counties for any breach of the penal laws, shall be exclusively applied for the support of said libraries."

It ought perhaps to be added that the section, as originally reported by the committee preparing it, provided for the establishment of *district* instead of *township* libraries, and was changed to the form in which it appears, by the casting vote of the President of the constitutional convention.

The first State Superintendent, Rev. JOHN D. PIERCE, appointed by the Legislature on the nomination of the Governor, July 26th, 1836, recommended in his report in the following year the establishment of *district* libraries, and a district tax of $10 for their support, in addition to the funds provided by the constitution for that purpose. This recommendation was repeated in 1839.

During this year it was provided by law that every school district might demand its proper proportion of library money, notwithstanding any informalities in officers' reports, etc.

In 1843, Governor BARRY, in his message, suggested that provision be made for the establishment of *school libraries*, as numerous and extensive as the means devoted to that purpose will permit.

During this year, the primary school law was revised, the *township* library plan was adopted, and $25, from the one mill tax, was set apart for the purchase of books in each township; but when the number of volumes in any township library had reached 200, this sum might, by a vote of the people of a township, be reduced to $10.

In 1844, an act was passed by the Legislature, providing for the more faithful collection of fines and penalties appropriated by the constitution to the libraries.

In 1845, the State Superintendent says that he is "happy to report that the township libraries are generally considered eminently important and useful; that they are rapidly multiplying. The selection of books has been very judicious. For various valuable matter, adapted to readers of all ages, they may be justly esteemed a rich treasure."

An effort made to induce the Legislature to change the law so as to leave the support of the libraries optional with the people, failed.

In 1846, the Governor, in his message, refers to the provisions

of the constitution and laws in regard to township libraries as wise, and states that many valuable libraries had already been established.

During this year, the Superintendent made an effort to secure a more faithful application of monies derived from fines, etc., to the object for which they had been set apart.

In 1847, the State Superintendent reports that in spite of "the constitution and the laws," the monies received from fines, etc., were not applied to the purchase of books for the township libraries. 360 towns received no funds from this source, and only 46 did receive any.

In 1848, it was reported that there were in the State three hundred township libraries containing 43,926 volumes, being an increase over the year 1846 of thirty libraries and 6,938 volumes.

In 1849, the number of libraries reported was three hundred and forty-five, with 58,203 volumes.

The constitution of the State was revised in the year 1850, and the provision in regard to libraries was slightly changed, and reads as follows:

"The Legislature shall also provide for the establishment of at least one library in each township; and all fines assessed and collected in the several counties and townships for any breach of the penal laws, shall be exclusively applied to the support of such libraries."

The revised school laws provided for maintaining *township* libraries in each organized township, and for the care, use and preservation of the same, and enacted that (sec. 116),

"The clear proceeds of all fines for any breach of the penal laws of the State, and for penalties, or upon any recognizances in criminal proceedings, and all equivalents for exemption from military duty—shall be applied to the purchase of books for the township libraries, *and for no other purpose.*"

The selection of books for the libraries was to be made by the inspectors.

In 1857 fifteen townships were reported as having libraries of 700 or more volumes; the largest number reported in any township was 1,166.

Under an act, approved February 15th, 1859, the question was submitted to the several townships of the State at the spring election of that year, of retaining the township library, or dividing this into district libraries. Of the towns reported at

the office of the State Superintendent during that year, 350 voted in favor of district libraries, and 187 in favor of retaining the township library.

The next year, 1860, the Superintendent reported 178 township libraries, and district libraries in 395 townships. The number of district libraries reported was 2,287.

The last annual report (1866) of the State Superintendent gives the number of volumes in the district libraries, 79,594
The number reported in the year 1864, - - - - 96,403
Decrease in two years, - - - - - - - 16,809

These figures do not include the books contained in the township libraries, which had not been compiled at the time of printing the report.

According to the report of 1865, there were in the township libraries 58,653 volumes. Supposing this number to have remained the same in 1866, there were at that time in township and district libraries 138,247 volumes.

Such is *our library system*—a mixture of the township and district systems; and it has come into existence and grown up in the manner which has been hastily sketched.

II. THE MEANS PROVIDED FOR THE FORMATION AND INCREASE OF THESE LIBRARIES.

This point has necessarily been touched upon under the first head, and I shall only need here to present a brief summary of the sources from which moneys may be obtained for the purchase of books.

1. The Constitution provides that

"All fines assessed and collected in the several counties and townships for any breach of the penal laws, shall be exclusively applied to the support of such libraries."

2. The general provision of the school law adds to the provision of the Constitution,

"All equivalents for exemption from military duty."

Which claim yields no funds, I presume.

3. Money may be derived from the two-mill tax when specially voted by the township.

Section 107 provides that,

"So much of the same (the two mill tax) as the qualified electors of any township shall decide by a majority vote, at the annual township

meeting, shall be applied to the purchase of books for the district or township libraries."

According to section 172 also, when any district has more money than is necessary to maintain a school during *eight* months in the year, the qualified voters may appropriate the surplus money to the purchase of books for the Library, if they choose so to do.

By an act, approved February 28, 1867, the qualified voters of any district may at any annual meeting raise by tax a sum not exceeding *twen'y cents* for each child between the ages of five and twenty in the district, for the purchase of books for the district library.

These are the sources from which the libraries may be supported and increased.

I need not stop here to discuss, at any considerable length, the reliability of these sources.

It is too well known, to justify even a repetition of the statement, that but a very small part of the moneys assessed and collected for fines, etc., is ever paid over to the proper officers, or if paid over, is ever expended in the purchase of books.

Complaints in regard to this are found in almost all the reports of the State Superintendents, and yet the irregularity has not been corrected. For illustration, in the county of Kalamazoo during the last year, the County Treasurer reports $1,660.90 paid to the different townships, and the reports of the Inspectors show only $175.97 paid out for library books. This county probably does not differ materially, in this respect, from the counties of the State, taken as a whole.

It is true, also, so far as my knowledge extends, that very few townships vote, annually, any portion of the two mill tax for library purposes.

How much will be secured by the provision of 1867, allowing the districts themselves to raise money by tax for the purchase of books, remains to be seen.

III. THE SELECTION AND PURCHASE OF BOOKS FOR THE LIBRARIES.

Until the passage of the law of 1859, providing for district libraries, etc., the whole matter of the selection and purchase of

books for the township libraries, was placed in the hands of the township board of school inspectors.

They received the money, selected, purchased and provided for the preservation, care and use of the books.

Where district libraries exist, these duties, with certain limitations, have been transferred to the district board, and they are made responsible for their performance.

The law provides that,

"The district board shall be held accountable for the proper care and preservation of the district library, and shall have power to provide for the safe keeping of the same, to prescribe the time for taking and returning books, and to assess and collect all fines and penalties for the loss or injury of said books.

"The district board shall appoint a librarian, and determine the place where the library shall be kept, but in all cases in which the library may be properly secured at the district school house, it shall be kept at such school house."

By the act of February, 1859, it was made the duty of the State Board of Education to make a list of books suitable for district and township libraries, to contract for furnishing these books the districts and townships;—and the district or township boards are required to select and purchase books from this list, unless a different order shall be made by the voters of the district or township.

Such are the provisions made for the selection, purchase and preservation of the books in the district and township libraries.

How well these provisions are complied with, it is not necessary here to consider. Most of us know how the books are now selected, purchased and cared for.

I have not allowed myself space or time, in this paper, to discuss the ends which, I think, should be kept in view in filling the libraries, and the kinds of books most appropriate for this purpose.

If time should be found for some oral discussion of the library question, I may take a moment to present one or two ideas upon these points—points which seem to me of vital importance to the prosperity of the libraries, and to their efficiency and usefulness in the work of general education.

NATURE OF RATIO.

WHAT is the nature of the relation which we call ratio?

Since the occasion of the perception of relation is comparison, and since the idea of the nature which distinguishes one thing from another is likewise conditioned upon the same process, it will be a rational method of procedure in determining the true answer of the question before us, to make and examine the results of a few preliminary comparisons.

Let us inquire: What is the relation of two to three? The answer may be: "Two is antecedent to three." Very well. The word antecedent does truly express a relation; and the verb "*is*" predicates that relation of "two," that of which it was asked. Had the question been answered: "Three is *consequent to two*," we would have been surprised at the unnatural inversion of the required relation. It will not be out of place here to state a fundamental principle relating to comparisons. The thing compared—the passive element, so to speak, of the comparison—is invariably the antecedent, while that with which it is compared is the consequent. And in the statement of the results of the comparison—the enunciation of the relation, the same order should always be observed. It need hardly be remarked that I use the terms antecedent and consequent with a wider signification than usually attaches to them. They are distinguishable in all comparisons.

We will now return to study the relation which we have before us, to wit: Two is antecedent to three. What is the nature of this relation? The answer evidently should be: "It is a relation of position." Thus the *nature* of the relation is conditioned upon a common quality (I use the word quality for want of a better) of the things compared. We observe then that the word antecedent expresses the relation of two to three in respect to comparative position. The word consequent expresses the relation of three to two in the same respect. In the sentence: The book is on the table, the preposition *on* expresses a different aspect of the relation of comparative position. The

word under expresses the corresponding relation of the consequent. A comparison of the relations expressed by *antecedent* and *on* readily renders obvious the respect in which these relations generally the same, differ specifically. If I say John is taller than James, the syllable "*tall*" indicates or refers to the common quality of the things compared, and the syllable "*er*" expresses the relation of the antecedent to the consequent in respect to comparative height. The adverb "less" has the same office as "*er*" in expressing the relation of James to John in the same respect.

The adverb "as" placed before "tall" expresses still another case of the relation which we are considering. This leads me to remark that in the use of "as", "er" and "less," as just illustrated, we have expressions of relation precisely analogous to the cases of ratio of equality, and greater and less inequality. Once more: What is the relation of two to three? The answer is: Two is two-thirds of three. Will any one insist that the question would have been more properly answered: "Three is three halves of two?" I think not. The question plainly is: What is two relatively to three? What is two in the terms of three as its unit? The answer is: Two-thirds. This word *expresses the relation.* Its use is precisely the same as that of the words "*antecedent*," "*er*," "*as*," etc., already explained. What is the nature of the relation which it expresses? We remark in the first place, that just as *antecedent* and *on* are names of place, and as such refer to the common quality in the things compared with respect to which the comparison is made, so the word *two-thirds*—an expression of numerical value reliably indicates that it is in respect to value that the things are compared. But the relation which we have now under consideration, is denominated ratio. Its nature is expressed by the following definition: *Ratio is the relation which one quantity* (*antecedent*) *sustains to another* (*consequent*) *in respect to comparative value.*

The ratio of two to three is *expressed* by two-thirds. Observe that I do not say that two-thirds is the ratio. I could not more say so than that : is ratio, or that = is equality. The fact seems to be that "*two-thirds*" expresses the value of the antecedent in the terms of the consequent as unit, and thus symbolizes the

species of relation whereby it is possible thus to express the antecedent.

I close with an observation or two, confirmatory of the foregoing interpretation, and in opposition to the idea that ratio is in any sense a quotient.

The relation of 8 to $72 with respect to comparative value is obviously unthinkable; but in accordance with the views of some authors, it is not evident why the ratio of 8 to $72 is not $9. When we say 2 is to 4 as 8 is to 16, I appeal to consciousness that the idea embraced is that the value of two, relatively to that of four, is the same as that of eight, relatively to the value of sixteen. I observe a paper, lying upon the carpet of my study, and remark of it: The paper is to the carpet as the carpet is to the floor. Now what is precisely the difference between the last statement and the one just preceding? Is it not simply in the respect to which the involved comparisons are made? The former is an enumeration of relation of comparative values, the latter comparative positions. Is the idea of a quotient suggested by the one more than by the other? For my part I am unconscious of the faintest intimation of it in either.

YPSILANTI, Jan. 18. C. F. R. B.

EDITOR'S DEPARTMENT.

WE have recently issued our "Extra," containing among other things, a list of one hundred and twenty-five of the largest schools in Michigan, with the name of principal, number of pupils, number of teachers and the range of salaries. Such an amount of information relating to our schools cannot be found elsewhere. We are now sending this to all parts of the State, and persons who receive several copies will confer a favor by distributing them to other teachers. We shall send a generous supply to County Superintendents, and we shall feel under great obligations to them if they will place a copy in the hands of each teacher they examine. We will mail copies to any address upon receipt of a stamp.

The Directory contained in our "Extra" is less complete than it would have been, had a few teachers been kind enough to reply to our circular asking for information. In most instances there was a prompt and satisfactory response, and to all such we tender our thanks.

We will send the MICHIGAN TEACHER for 1868 to the person who will send us the June, September, October, November and December numbers of volume 4th of the *Michigan Journal of Education*, published in 1857. We wish to complete our set of the Journal.

In this number we begin the publication of the papers read at the late educational meetings. We shall continue to publish them in installments, and when all have appeared in the TEACHER they will be collected in a neat pamphlet, and sent to each member of the Association who was present at Lansing, free of charge.

With a view to circulating the "Memoir of FRANCIS WAYLAND" among the teachers and clergymen of the State, Professor H. L. WAYLAND will send the two volumes, prepaid, to any teacher or minister in Michigan, who will send to him, at Kalamazoo, three dollars and fifty cents.

The cause of truth is always promoted by candid discussion. We have very decided opinions upon various subjects, and are willing to present them upon proper occasions; yet we dare not claim that they are certainly true, and are very willing to publish opposing views. We sometimes publish articles containing opinions which we think to be erroneous, because we love free discussion. Some time ago we declined to publish an article upon the Word Method, not because it opposed our well known views, but because it was anonymous, and at the same time seemed to have been written more for the sake of controversy than of truth. Since then we have received a note purporting to come from Mr. GEORGE A. WARREN, who professes to be the author of the article referred to. We confess that we are very sceptical as to the genuineness of this signature. Will Mr. WARREN visit our sanctum in the flesh? We shall then have occasion to ask pardon for doing by proxy what Lacon advises: "He who can not throw fire into his works should throw his works into the fire."

It was admitted without exception by all present that the late meeting of the Teachers' Association was one of the most satisfactory ever held in our State. Whether the number in attendance be considered, the quality of the addresses, papers and discussions, or the unanimity of feeling which existed, in either or all of these items, there is reason for congratulation. We doubt if there has ever assembled in Michigan a larger body of strictly educational men. First in order were the County Superintendents, energetic and talented men, who are in fact the hope of our common school system. To the hands of such men, as we saw at Lansing, the educational affairs of the State may be safely entrusted. It is evident that they not only know what to do, but have a very thorough and judicious way of doing it.

All classes of schools were represented here—our Colleges, Union Schools and Common Schools; and it can not be but that a free interchange of views from these different sources will be productive of incalculable good. There were present some veterans in the service. Foremost among these was Hon. JOHN D. PIERCE, first Superintendent of Public Instruction, and now one of the most efficient County Superintendents. Mr. PIERCE had a decisive influence upon the early school legislation of Michigan, and gave to our whole educational system its distinguishing and most valuable features. It was meet therefore that he should be so actively interested in this Association, and it seemed most appropriate that, at its final adjournment, it should receive a benediction from the lips of this venerable man. Such an occasion as this will call out only the most enterprising teachers. They who, in the plenitude of their wisdom, have no more that they can learn, but from their exalted position look down upon the poor toilers below, of course have no motive to call them to such a place. They are like the ants in the fable, they neither borrow nor lend. They are too full to receive, and too miserly to lend.

While none but the best teachers were at Lansing, many who were just as good were unable to be there. They too are animated by the same noble enthusiasm, and nothing but necessity kept them from this annual reunion. The unanimity of sentiment was remarkable. Mr. FORD, in speaking of this matter, stated the fact that but one negative vote had been taken during the discussions of the whole week. All things considered the omens are very auspicious. A true educational spirit is abroad in the land, and the future is full of promise to the teacher and to the taught.

Probably there never assembled in America an audience of greater culture and refinement than the one which greeted CHARLES DICKENS when he gave his first reading in Boston, a few weeks ago. When he made his appearance upon that occasion he was saluted—how? By a rude stamping of feet? No. But by a slight clapping of hands. The world has verily gone from one extreme to the other in this matter. Anciently,

we read, *cuncti simul ORE fremebant Dardanidæ;* but now, applause is given by the feet instead of by the voice. Does it follow that there has been a like decline in gentility and good sense? Approbation must be of a very doubtful quality when it finds its appropriate expression in the heels. The occasions are many in which it is proper to signify one's approval. But why not do it in a christian manner? A clapping of the hands is inspiring, and void of all offense; but a boisterous stamping of feet is indicative only of rudeness and of a lack of good sense. This vile habit disgraces our public assemblies and even our schools. May not the present generation of pupils be taught to imitate this sensible habit of the Bostonians?

At the last meeting of the Massachusetts Teachers' Association, the Board of Directors decided that the *Massachusetts Teacher* ought not to remain longer in the editorial charge of Prof. ATKINSON. The Board think that the pages of the *Teacher* are "to be kept free from the introduction of party politics and controverted questions in theology." Prof. ATKINSON's belief is as follows: "We have accustomed ourself to consider it (education) as one of the moral sciences, so closely connected with ethics, politics, metaphysics and theology, as to make it impossible to deal with educational questions without reference to those connections. We are, therefore, specially interested in the questions of the day, the questions of progress, those which excite controversy and give rise to debate." From this it is very easy to see the incompatibility between the two parties. Prof. ATKINSON's view of the matter seems very sensible: "They do not wish the sort of journal we wish to edit; we do not wish to edit the sort of journal they wish to have."

We have read the pages of the *Teacher* for the past two years, and have not met with anything in respect to "party politics" or "controverted questions on theology," which need to seriously disturb the most conservative. The editor has expressed himself freely upon all topics which seemed to demand his attention, but with no more boldness than a true manhood would require. Very likely he did not first present his views to the Board of Directors for their sanction; and very likely all his

readers did not fully agree with his opinions. The censors have therefore decided that certain of his views are "heretical," and that the public good demands a change in the editorial conduct of the *Teacher*. We doubt if such bigotry as this exists outside of Massachusetts, and we sometimes wonder if it be a fact or a myth that Plymouth Rock was made venerable by the footsteps of men who sought refuge in a wilderness for opinion' sake.

M. DURUY, the French Minister of Public Instruction, is attempting a practical solution of the question of co-education. Evidently impressed with the conviction that there are no studies comprehensible by man which are not also in the reach of woman's capacity, he has instituted for the latter courses of lectures upon various branches of science. These lectures are to be given from December 15th, 1867, to June 15th, 1868, in one of the handsomest concert halls in Paris. The topics and lecturers are, M. GEVÆRT, on Thoroughbars; M. E. HERNE, on Ancient Literature; M. J. GRANGEDOR, on Drawing and Painting; M. HEISCH, on Chemistry; M. H. BERTHOUD, on Natural History; M. P. GROUSSET, on Physics; and M. A. GUILLEMIN, on Astronomy. Similar courses of lectures have been opened in connection with the English Universities, and in some of the leading German cities. In Berlin, a celebrated teacher of drawing, HUGO TROSCHEL, has organized a School of Art for women, to supply in some sort the opportunities which they lose by exclusion from the Royal Academy. The world is moving after all, and in the right path. All these courses have been largely attended by women of all social ranks, and as yet the foundations of social order have not given away. The fact is, that all enlightened men are approaching the recognition of the intellectual equality of the sexes, of the existence for woman of a destiny outside of, and in addition to, yet compatible with that of wife and mother. It is quite refreshing to see the first effective blow at the monkish concept of woman's social function struck in its own strongholds. Of course, there is opposition enough. M. DUPANLOUP, Bishop of Orleans, is very bitter on M. DURUY, and foresees nothing but the worst social evils from this diversion of woman's culture from the "heart" to the "intellect." The young gentle-

men of the English Universities show their anxiety to preserve the womanly character of their country-women by subjecting the attendants on the lectures to a variety of petty annoyances. Fortunately, however, neither priests nor members of Universities control the forces which determine the onward movement of humanity.

There seems to be a delusion prevalent in some minds that the perpetuity of night may be insured by persistently refusing to recognize the using of the sun. They think that certain groups of ideas may be preserved intact, and handed down from generation to generation, by shielding them from contact with others of an opposite character. They believe the temple of truth to be so badly put together that a very slight puff from the winds of error will suffice to blow it over, and labor with might and main to avert so terrible a catastrophe. We notice a paragraph going the rounds, in which it is asserted that Dr. HENRY has abolished the lectures at the Smithsonian Institute because he could not prevent the lecturers from making allusions to politics and theology. We do not know whether this statement has any foundation, but it is not unlikely that it has, and it will serve to illustrate the tendency of which we speak. Again, we find in some of our southern exchanges reports of meetings and conventions for the purpose of inaugurating an educational literature exclusively southern, in harmony with southern ideas, and devoid of anything likely to hurt southern feelings. Our readers have doubtless observed the peculiarly amiable style of comment indulged in by some editors in the south in regard to the gifts of two leading northern publishers to the Peabody fund. The *Southern Educational Record*, a pamphlet issued quarterly by RICHARDSON & Co., New York, mainly, perhaps, as a means of advertising their publications, has some significant remarks upon this subject in its first number. Speaking of the defects in certain text-books hitherto used at the south, it remarks that "the strongest objection of all" is that "many of them offend local and other sensibilities," and then proceeds:

"There is a sympathy—a solidarity—among populations of the same habits, associations, and history, which requires sympathy, or at least the avoidance of discords in the books by which they are taught. The teacher

must win love: he must not outrage or offend the learner whom he would teach. It is impossible to learn with profit from what is continually grating on the feelings. This consideration has doubtless operated strongly in inducing so many persons of ability at the South to engage in the composition of text-books since the war, and also in exciting a general demand for books southern in spirit and in execution, as well as in aim and profession. It would certainly be very undesirable to minister, in the nourishment given to the young, to transitory passions and sectional prejudices and antipathies. Gall and wormwood are not to be mingled in the food of children. Education should always be a devotee of truth and justice, and of unchanging righteousness—it should not poison with passing bitternesses the ingenuous and unformed mind of youth. But it should always be adapted to the soil, and climate, and temper, where it is expected to take root and flourish"

We submit that the feelings and thoughts which require so much protection to preserve them from exasperation, had better be put out to rough it a little, with a view to improving their health and strengthening their powers of endurance. In itself, no one can object to an attempt on the part of a section or state to supply itself with suitable educational aids, but when this effort is expressly subordinate to pampering and shielding certain "local and other sensibilities," it becomes a ludicrous farce. It is indeed, somewhat difficult to conceive how an Arithmetic, a Grammar or a Geography can be written in such a manner as to offend these precious "sensibilities." It is certainly not re-assuring to find that a portion of this proposed series is to come from the hands of the notorious M. F. MAURY, the unscientific character of whose "Physical Geography of the Seas" has been recently so thoroughly exposed by BECKER and GARCIS, in their "Physiographie des Meeres."

PRACTICAL DEPARTMENT.

BLACKBOARDS.

UNDOUBTEDLY the best way to make blackboards is to color a portion of the hard finish before applying it to the wall. Prof. WICKERSHAM gives the following recipe for this purpose in his School Economy:

"Four pecks of white finish, a white coating; four pecks of fine sharp sand; four pecks of ground plaster; four pounds of lampblack; four gallons of alcohol or good whisky.

"This quantity will make a mixture sufficient to cover twenty square yards of surface. A little flour of emery will prevent the mixture from '*setting*' immediately, thus giving time to put it on the wall with the necessary care. If emery be not used, only a small quantity of the mixture can be put on at a time; and this is, perhaps, the best plan. The wall which is intended to be covered with the black surface should be plastered like the rest of the room, with the exception that the black mixture takes the place of the white coating and is put on in the same manner. After the black surface is on the wall, it must be carefully rubbed, in order to fill up all the pores and make the surface hard and smooth. If the old surface be well moistened, a new surface, composed of the same mixture, can be applied."

Where, however, the walls are already finished, the amount of blackboard may be increased by applying one or more coats of the following mixture, which is that employed at Oswego:

"One gallon alcohol, one pound shellac, two ounces lamp black, two ounces ivory black. Make the mixture 24 hours before you apply it, that it may become thoroughly dissolved, then strain it through fine muslin and it is ready for use. Apply it rapidly and smoothly with a fine, flat varnish brush.

"The mixture should only be prepared as it is wanted for use, as the alcohol evaporates rapidly. It may be renewed, however, by adding more alcohol. With new wood boards one coat of common paint should first be applied—lead or any dark color will do. Then put on two coats of the mixture. The amount named in the above recipe will cover from three hundred and fifty to four hundred square feet, two coats. It may also be put on any smooth, hard finished wall, without paint. Old boards require but one coat, and it is ready for use as soon as put on."

If a green tint is desired, use chrome green and diminish the quantity of ivory and lamp black about one half. This mixture will cost about $6, and is practically the same thing as the high-priced liquid slate. If the board proves too smooth to take the crayon well, a little fine emery powder may be added in the second coat.

A very convenient way to make a good black-board is to put a good "putty coat" upon an ordinary wall. When this is thoroughly dry, apply a coat of black paint, and over this spread the liquid slating mentioned above. If the wall had been previously *whitewashed*, it must be sized with a weak acid solution of vinegar or sulphuric acid. Otherwise the hard finish will peel off.

In forming classes of children upon the floor, instead of arranging them in one long line it is better to form them in two or more lines, placing the shorter ones in front. In this way the class is more easily managed and the attention more perfectly kept.

One of the most serious obstacles to improvement in primary schools is the lack of fresh reading matter. Primer classes learn by heart every piece in the First Reader by hearing other pupils read from it. Therefore, when they take it as their reading book, they repeat the stories without scarcely looking at the successive words, omitting some and introducing others. In most cases pupils read from the same book at least a whole year, very often for two, and even three years. Children are constantly thirsting for that which is new, and the monotonous repetition of that which is devoid of interest not only checks all improvement but is the source of many bad habits —such as inattention, drawling and unnatural tones. As a remedy for this difficulty, the *Nursery* has been introduced into the classes in Ypsilanti Seminary. The reading matter is well adapted to the tastes of children, and there is a fresh supply every month. After a suitable length of time the result of the experiment will be given in this department.

Mental arithmetic, no doubt, receives an amount of attention out of proportion to its real importance; and, in one respect at least, the standard mode of teaching it seems to be thoroughly bad. We refer to the perplexing formulas employed in solving problems We give an example of the ordinary process:

Teacher—"John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents; what did he pay for all?"

Pupil—"John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents; what did he pay for all? If John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents, he paid for all the sum of 15 cents, 20 cents and 40 cents; 15 cents and 20 cents are 35 cent, and 40 cents are 75 cents. Therefore, if John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents, he paid for all 75 cents."

In this manner of solution the pupil repeats the example three times. What good results from this tedious formula? It seems to us that it has a direct tendency to confuse the mind. What objection is there to the following solution?

Pupil—"John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents; what did he pay for all? He paid for all the sum of 20 cents, 15 cents and 40 cents, which is 75 cents. Therefore, he paid for all 75 cents."

Book Notices.

WEBB'S DISSECTED CARDS. By Professor J. RUSSELL WEBB. Detroit: *E. B. Smith & Co.* 1868.

We take great pleasure in commending these Cards to our readers, believing them to be far superior to anything of the kind before published. To Mr. WEBB belongs the credit of having introduced into the schools this valuable, and now indispensible device, for interesting children in the elements of reading. WEBB'S Cards, first published twenty years ago, are now in use wherever the Word-Method is practiced. There have been many imitations of them, but the original ones surpass all others. The Cards now under consideration are a marked improvement over those first published by Mr. WEBB. The several Cards of the different series hitherto published consist each of a sheet of binders' board, on each side of which is pasted a sheet of printed words, letters and sentences—the words gradually increasing in difficulty. Proceeding according to the Word-Method, the pupil is first inerested in some *object*, as cat, or dog, and then the *name* of this object is shown on the Card. When this word can be readily recognized, another is taught in the same manner, till finally a sufficient number has been learned to form a sentence. In this manner words and sentences are learned in succession till the matter on the Cards has been exhausted. Long before this, however, the letters which compose the words have been learned, for the most part *unconsciously*, so that the pupil may begin to read from a book. To even this improved mode of teaching reading there are two quite serious drawbacks. First, a word is less readily learned when standing with several others than when alone. The pupil looks upon the word as a whole, and, if able to recognize it, must recollect its peculiar form. The more his attention can be concentrated upon it, the more easily it will be learned. When several words, much alike in general appearance, stand near together, the attention is easily dissipated, and the peculiar form of a given one is less readily impressed upon the mind. The process of learning a word completely is two-fold—first *receptive*, as when the pupil associates the name of a word with its form, and then *reproductive*, when he is able to distinguish it from others. In the first case, the word should stand alone, in order that the attention may be concentrated upon it; and in the other, it should stand with several others, in order to test the pupil's ability to select it from the whole number. The ordinary Cards are well adapted to the second part of the process, but not nearly so well to the first. In the Dissected Cards, Mr. WEBB has secured both these objects in the most perfect manner. First, there is an oblong frame inclosing a thin panel, on one side of which is a series of parallel grooves just wide enough to receive words printed in bold,

clear type, and mounted on bits of thin board. At the top is a wider groove in which may be placed pictures of various objects, as cat, dog, horse, etc. As before, the pupil is first interested in some well known object, as a cat. Then a *picture* of this object is placed in the frame, and next the *word*. In this way there is nothing to dissipate the attention. The picture or the word may stand entirely alone. On the other side of the panel is a *Hunting Exercise*, a sheet of printed words, containing each one that the pupil learns in succession. From this large number of words the pupil must select each one as it is learned, thus *reproducing* each item of knowledge received on the other side.

The second difficulty connected with the ordinary Cards is that it is impossible to form words into *new combinations*. Words once formed into sentences are immovable. By his new device, Mr. WEBB derives all the advantages of *permutation*. By this means, pupils may construct written sentences after the analogy of spoken language. The box which accompanies these Cards contains a set of pictures, of words, letters, numerals and punctuation marks. When pupils have learned to call words with facility, they may be allowed to decompose them into their elements—the letters; and then to reproduce these words by putting in proper order the parts of which they are composed.

For the benefit of our purely *practical* readers we may be allowed to state that, a few weeks ago, we brought home into a family of little ones a set of these Cards, with no intention of using them there. The box was first found to contain something, and, of course, had irresistible attractions. Of the contents, the pictures were first examined, commented on and appreciated. The words were not quite so clear; but just a little help enabled the little people to discover their use, and so, without scarcely knowing it, the process of reading has been gradually going on. The wee ones from neighboring houses came in to enjoy the sport, and are rapidly learning to read. Of course, they require supervision, but they are merely directed into the channel of their self-activities. Would it add to, or detract from the enthusiasm of this voluntary class, to change to the old plan of teaching the names of the twenty-six letters?

Under the titles of "Lecons de Litterature Française Classique" and "Lecons de Litterature Française Contemporaine," LEYPOLDT & HOLT of New York issue two handy manuals of French literature. The former, after two introductory chapters on the "Langue d' Oil" and the "Langue d'Oc," gives a connected account of literary history in the successive periods, interspersed with selections from the chief writers, ending with BUFFON in the eighteenth century. In the latter volume, the selections are given without comment, and preceded by brief sketches of the authors.

The Horticulturist, published by F. W. WOODWARD, New York, at $2.50 a year, will prove a valuable aid to all interested in the matters of which it treats. Among its contributors are A. S. FULLER, F. R. ELLIOTT and other leading horticulturists. It is liberally illustrated and its mechanical execution is perfect.

If *Lippincott's Magazine* keeps the promise of its first issue, it cannot fail to take high rank among publications of its class. The first number for January, 1868, contains, besides stories and poems, articles on Prehistoric Man, Education in a Republic, and the Abbe Brasseur's Investigations in Central America. Published by LIPPINCOTT & Co., Philadelphia, at $4 a year.

Messrs. TICKNOR & FIELDS have completed their Diamond Dickens by the issue of the fourteenth volume. No one can attain a comprehensive knowledge of English Literature without some acquaintance with the leading writers of fiction, among whom DICKENS is undoubtedly the chief. We know of no more certain cure for the "blues," which are apt to attack teachers at the close of the day's labors, than a chapter or two of this great humorist.

This house is also issuing, under the title of "Good Stories," a series of half dollar volumes. In these it is proposed to preserve many sketches and tales which, either from the time or mode of their original publication, are in danger of an oblivion which is certainly *not* in accordance with their merits.

The American Naturalist for January, 1868, contains articles on the Shell heaps of Maine and Massachusetts, the Chickadee, Desmids and Diatoms, the Home of the Bees, the Land Snails of New England, together with Reviews, Natural History, Miscellany and Proceedings of Scientific Societies. Prof. ALEXANDER WINCHELL, of Michigan University, will contribute Sketches of the Geology of Lake Superior to the second volume. We can but repeat the recommendation we have already given this excellent magazine, and invite attention to our rates for clubbing with it.

THE WESTERN RURAL. Double Quarto Weekly Family Journal. Detroit and Chicago: *H. N. F. Lewis.*

The Western farmer and horticulturist has no better periodical than this. It is equal in all respects to the *Rural New Yorker*, and better adapted to Western readers. Few families can afford to be without it. The wives need it and the children like it.

GUYOT'S INTERMEDIATE GEOGRAPHY. New York: *Chas. Scribner & Co.* Cleveland, Ohio: *Ingham & Bragg.*

This work possesses all the excellent features peculiar to the other books of the series. Its small size will gain it admission to many schools which would be deterred from entering upon the larger work. We regret the introduction of map questions. Nothing will be more tedious or less likely to promote mental growth than asking formal questions, the answers to which have been previously prepared. All good teachers unite in condemning questions at the foot of the page, and surely, placing them opposite a map, does not improve their character. The question has for its purpose to lead the pupil in answering it to rapidly combine in new forms matter already in his possession, a purpose which is thoroughly defeated by placing it before him in the text book. The figures for drawing maps of the several States furnish an admirable illustration of the inherent defects of the "Constructive Method." Of Prof. GUYOT'S note on this method we hope to speak more fully hereafter.

Merry's Museum, published by HORACE B. FULLER, Boston is greatly improved, both in external appearance and the character of its matter. The name of its new editor, LOUISA M. ALCOTT, the authoress of "Hospital Sketches," is sufficient guarantee for the adaptability of the *Museum* to the wants of the little folks.

OUR SONG BIRDS. Chicago: *Root & Cady*. 1866–7. $1.25.

These beautiful little gems of song were published during the years 1866–7, in six numbers or parts, but in the volume before us these have been bound in a beautiful and convenient form for use and preservation. No single similar publication contains so much variety of music for Day and Sunday Schools use as "Our Song Birds." A fine present.

SHEET MUSIC.—*The Grave of the Year* (Quartette). *My little Girl under the Snow* (Solo or Quartette). *The Child's Question and Mother's Answer* (Solo or Quartette). Dowagiac: N. B. HOLLISTER, 1868.

But little sheet music will bear singing more than once, but it is said of the above, like others from the same pen, it has the merit of bearing repetition well, that every time it is sung it delights the ear and charms the soul.

ILLUSTRATED CATALOGUE AND FLORAL GUIDE FOR 1868. Rochester, New York: *James Vick*. 10 cents.

This beautiful little pamphlet of 96 pages, a finely illustrated and well classified catalogue of flowers and garden seeds, with directions for tilling flower borders, etc., is a fine hand-book for flower fanciers and amateur botanists. Those who saw Mr. VICK's contribution to our State Fair last fall, and know of his reliable seeds and bulbs, need no word from us recommending his work.

PUTNAM'S MONTHLY. No. 1. January, 1868. New York: *G. P. Putnam & Son*, 661 Broadway. London: *Sampson, Low & Co.*

Putnam's Monthly in our homes again is like the return of a friend that we had long supposed dead. Its green cover, with the device of Indian corn and sugar cane, revives memories that have been sleeping an age it almost seems. "The Old and the New," an editorial giving a history of the first PUTNAM, confirms us in our opinions of the high value of this magazine. We need not go abroad for Christmas stories while we have home talent that can produce "The Carpenter." The discernment to see, and the ability to draw out the best American talent, was one of the distinctive characteristics of the old Putnam, and this, we have abundant reason to expect, will be a distinguishing feature of the new.

NEW PATENT INK WELL. By *A. H. Andrews & Co*, Chicago, 1868.

Among the many ink wells that have sought the attention of the public for the past ten years, we have seen none that have so good claims as this. The evaporation of the ink is prevented, and the well easily removed for cleaning, and the well, when open, is easily accessible to the pen without inking the holder. The cap of the well is so arranged as to hold the pen when not in use. A pen-wiper is also attached.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

MEETING OF EDUCATIONAL ASSOCIATIONS AT LANSING.

PROCEEDINGS OF THE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS.

LANSING, December 31, 1867.

PURSUANT to the published programme, the Superintendents of Public Schools, from a number of Counties, met in the Representative Hall at 10.30 A. M.; were called to order by the Chairman, Sup't PIERCE, of Washtenaw; reading of Scriptures and prayer by State Superintendent, followed. On motion, Superintendent FORD, of Berrien, was chosen Secretary *pro tem.* On motion of Superintendent PUTNAM, a p rmanent organization was agreed upon. and a Committee of three (Superintendents MUDGE, BROWN, of Wayne, and FORD) were appointed to report a plan of organization and to nominate officers.

On motion of Sup't BALLOU, a committee of three was appointed to prepare resolutions upon the death of Supt. W. M. SPENCER, late of Ionia Co. Superintendents BALLOU, COVEL and BROKAW were named as the Committee.

Sup't GARNER was appointed on the Business Committee in the place of Sup't PIERCE, resigned.

On motion of Sup't FORD, a "Question Drawer" was established and placed in the care of the State Superintendent.

A committee of three. Superintendents PUTNAM, DARRAGH and GOODMAN, was appointed to report on the grading of certificates, and upon recognizing those given by other Superintendents without further examination.

An invitation to visit the Reform School was read and accepted.

A paper on "Summer Schools" was read by Sup't PIERCE. The paper was discussed by Superintendents PUTNAM, BICKNELL, GOODMAN, the State Superintendent, Superintendents YORK, BALLOU, BROWN, the Chairman, and Ex-Sup't WHITNEY, after which a motion prevailed making the paper the sense of the Convention.

On motion, Ex-Superintendents and Principals of Schools present were invited to participate in the discussions of the Convention. Adjourned.

AFTERNOON SESSION.—2 P. M.

The roll call showed some new arrivals.

The Business Committee reported 11 A. M the next day, January 1st, as the time for visiting the Reform School. Adopted.

The same Committee reported the following:

Resolved That a committee of three on School legislation be appointed, to act with a similar committee from the State Teachers' Association, to report, through the State Superintendent, needed reforms in our school laws, and recommend the same to the next Legislature.

Adopted, and Superintendents PUTNAM, FORD and BICKNELL appointed as Committee.

The State Superintendent read a paper upon "Ventilation," which, by motion, he was requested to publish in his forthcoming annual report. Remarks were made upon the subject of the paper by Messrs. WHITNEY, YORK, PALMER, THORPE, PUTNAM, and others.

After a short recess, the special order of the hour, the discussion of the question, "May not all examinations be held at the county seat, or in places easily reached?" was taken up, and discussed by Superintendents HOSFORD, PIERCE, and others, all agreeing that each town must be visited until the law could be changed.

EVENING SESSION.

A resolution, presented by Sup't L. R. BROWN, was passed, requesting the State Superintendent to supply each County Superintendent with at least three copies of his paper on Ventilation to each School District in his county, to be distributed as early as practicable, among the School District officers.

By the same it was also

Resolved, That the Convention request the State Superintendent to copy the essay read this morning, by Sup't J. D. PIERCE, of Washtenaw, and circulate the same as an official suggestion in each School District, requesting the candid consideration of School Boards in their future action in regard to their Schools, viz: that of advising the three-term system of teaching.

In the general conference meeting that occupied most part of the evening, the subject of the general success of the system of County Superintendency was talked over, and on every hand came in encouraging reports.

The moral qualifications of teachers was largely discussed by Messrs. YORK, WHITNEY, GOODMAN, THORPE, and others.

The lack of teachers qualified to pass examination, the diversity of text books, and other topics, were brought forward and discussed by Superintendents BALLOU, MUDGE, PALMER, FORD, and others. Adjourned to 8.30 A. M.

WEDNESDAY—FORENOON SESSION.

The Association met and was called to order by Sup't GOODMAN, who read the 123d Psalm, which was followed by prayer by Sup't YORK.

The Committee of Permanent Organization reported the following Constitution, which was accepted and adopted.

CONSTITUTION.

ART. I. This body shall be entitled, "THE MICHIGAN ASSOCIATION OF SUPERINTENDENTS OF COMMON SCHOOLS." Its object shall be the promotion of the Common School work in this State.

ART. II. Any County Superintendent may become a member thereof upon signing the Constitution.

ART. III. Its officers shall be a President, four Vice Presidents, two Secretaries, of which the Junior Secretary shall be *ex officio* Treasurer, and an Executive Committee of five, of which the President shall be *ex officio* Chairman. They shall be elected annually, and theirs shall be the several duties of such officers.

ART. IV. Meetings of this Association shall be held twice a year, at such times and places as the Executive Committee shall appoint, when not previously fixed by the Association. Partial programmes thereof shall be prepared and published by the Executive Committee at least one month before each meeting.

ART. V. This Constitution may be amended by a two-third vote at any meeting.

The following officers were nominated and elected, viz:

President—Sup't D. PUTNAM, of Kalamazoo.

Vice Presidents—Sup'ts J. S. GOODMAN, Saginaw, C. T. BATEMAN, Lenawee, C. C. BICKNELL, Kent, and H. P. BLAKE. Grand Traverse.

Secretaries—Sup'ts A. B. DARRAGH, Jackson, and E. A. BLACKMAN, Van Buren.

Executive Committee—President, *ex officio* Chairman, Sup'ts J. D. PIERCE, Washtenaw, J. H. PALMER, Barry, C. HURD, Oakland, and W. S. PERRY, Branch.

The Committee on Grading Certificates reported the whole matter involved in much difficulty, and suggested a brief expression of opinion upon the subject by different members of the Convention would do more to solve it than an expression on the part of the Committee. The report was accepted and adopted after discussion by Messrs. GARNER, BICKNELL, MUDGE, HOOKER, and others.

The President elect now took the chair and entered upon the duties of his office.

The Committee on the preparation of resolutions touching the death of Superintendent W. M. SPENCER, of Ionia, reported the following, which were adopted:

WHEREAS, It has pleased Almighty God to remove by death WM. M. SPENCER, County Superintendent of Ionia County, and as he was a young man of great promise, a pattern of morality, and an earnest worker in the cause of universal education and Sabbath Schools; therefore

Resolved, That as a body of Superintendents, we feel that, by the death of Brother SPENCER, we have lost an efficient County Superintendent, and a faithful laborer in the interests of the schools in the State, and we would mingle our sympathy with that of the friends and relatives of the deceased in this their irreparable loss.

Ex-Sup't WHITNEY, from a Committee appointed last May, presented a report upon "Monthly Reports to County Superintendents."

The Committee showed the present system of reports to be of little value and unreliable, and advocated, instead, a system of Monthly Reports from each teacher to the County Superintendent, which would be supervised by the Superintendent, and give him a knowledge of the teachers' daily work, and furnish data from which to make his reports to the Department.

The report was laid upon the table till afternoon, and the Association adjourned to visit the Reform School.

AFTERNOON SESSION.

Sup't PUTNAM read a paper entitled our "Library System." A lengthy discussion of the subject followed, in which Messrs. PIERCE. HOSFORD, FORD, WHITNEY, COOK, YORK, PUTNAM, and others, participated, some favoring the township others the district system, but both were found wanting and are useless unless means are appropriated for the purchase of books. The Association requested the publication of the paper of Sup't PUTNAM in the MICHIGAN TEACHER.

Mr. J. RUSSELL WEBB, of Jackson, presented, by invitation, his system of teaching children to read by the "WORD METHOD," showing its advantages over the old systems. A vote of thanks was tendered Mr. WEBB by the Association.

The report of the Committee on School Reports was then taken from the table, and after discussion by Messrs. HOSFORD, PIERCE, and others, was unanimously adopted. An effort will be made to secure more accurate reports this year.

It was resolved that the State Superintendent be requested to furnish Certificates, with blanks upon the back, which, filled out, would show the standing of scholarship of each candidate.

On motion, Messrs. HOSFORD, WHITNEY, BICKNELL, FORD and MUDGE were appointed a commitee to prepare a system of Monthly Reports.

The usual vote of thanks to citizens, &c., were tendered, when the Association adjourned *sine die*.

ASSOCIATION OF SUPERINTENDENTS AND PRINCIPALS OF UNION SCHOOLS.

LANSING, January 2, 1868.

The Superintendents of City Schools and Principals of Union Schools held a short meeting at 8.30 A. M., with Prof. EASTABROOK in the chair. A letter from Sup't STRONG, of Grand Rapids, President, was read, explaining his absence, and giving his plans for the working of the Association. On motion, Profs. STRONG, of Grand Rapids, EASTABROOK, of East Saginaw, and PAYNE, of Ypsilanti, were appointed a Committee on Organization. and to arrange for and call the next meeting, at the time of the semi-annual meeting of the County Superintendents. Adjourned.

SEVENTEENTH ANNUAL MEETING STATE TEACHERS' ASSOCIATION.

LANSING, January 1, 1868.

The Association convened at Representative Hall at 7 o'clock P. M. In the absence of the President and all of the Vice Presidents, the meeting was called to order by the Secretary. Prof. GOODISON, of the Normal School, stated the occasion of the absence of the President, and nominated Prof. PUTNAM, of Kalamazoo, as Chairman for the evening. He was accordingly elected. The Chairman introduced Rev. L. B. FISH, of Lansing, who entertained the meeting with a song. The reading of Scripture was conducted by the Chairman, and prayer was offered by Rev. Mr. FISH. The lecturer of

the evening, Prof. A. WINCHELL, of the University, was then introduced. The subject of his lecture was "The Uses of Science." On motion of Prof. THORPE, of Paw Paw, voted that the thanks of the Association be tendered the speaker for his highly interesting lecture. The Association then adjourned till 9 o'clock the next day.

THURSDAY—FORENOON SESSION.

The Association was called to order by Prof. PUTNAM. Prof. J. M. B. SILL, of Detroit Female Seminary, was elected permanent Chairman. Devotional exercises were conducted by Rev. Mr. ARMSTRONG, of Lansing. The following Committees were then announced:

On Nominations, Profs. C. L. WHITNEY, O. D. THOMPSON and W. WINES.

On Resolutions, Profs. EASTABROOK, S. WOOD and TRUESDEL.

On Finance, Prof. OLNEY, Sup't BALLOU and Prof. THORPE.

Prof. WHITNEY, of the Normal School, presented the following resolution, which was adopted:

Resolved, That a committee be appointed to act as a joint committee with the one appointed by the County Superintendents upon the subject of the revision of our Common School law.

Profs. EASTABROOK, of East Saginaw, TRUESDEL, of Flint, and W. H. PAYNE, of Ypsilanti Union Seminary, were appointed such committee.

On motion of Prof. THORPE, voted that County Superintendents present be invited to sit as honorary members of the Association.

To draft resolutions expressive of the sorrow of the Association occasioned by the death of Prof. LATSON, of Grass Lake, the following committee was appointed: Profs. N. H. WINCHELL, of Adrian, TRUESDEL and BELLOWS.

On motion of Prof. WAYLAND, of Kalamazoo, voted that the Committee on Resolutions be instructed to report a resolution concerning Profs. J. M. GREGORY, E. L. RIPLEY and BOISE, who have recently left our State for other fields of labor.

Sup't PIERCE presented an invitation from the Misses ROGERS, of the Michigan Female College, to the Association to attend a social gathering at the College to-morrow, Friday, evening. Voted that the invitation be accepted.

Prof. WINCHELL, of Adrian, presented the request of the citizens of Adrian that the next meeting of the Association be held in that city.

Prof. EASTABROOK, in behalf of the citizens of East Saginaw, presented a similar invitation

Prof. THORPE invited the Association to Paw Paw.

Voted the question of "Place" be referred to a committee. Profs. PUTNAM, WINCHELL and EASTABROOK were appointed such committee.

The next business in the regular order was a paper by Prof. HEWITT, of Olivet College; subject, "A Plea for a High Standard of Scholarship."

Voted, the Association proceed to discuss the subject of Prof. HEWITT's paper. The discussion was introduced by Prof. THORPE, who was followed by Prof. ABBOT, of the Agricultural College, Sup't PIERCE and Prof. WINES.

The committee on place of next meeting reported in favor of Adrian. The report was adopted.

An invitation was extended to the Association by the Superintendent of the Reform School to visit that institution. President ABBOT also invited

the Association to visit the Agricultural College. These invitations were accepted.

Prof. O. B. YOUNG, of Lansing, entertained the Association with music. Adjourned till 2 o'clock P. M.

AFTERNOON SESSION.

The Association convened, and was opened with music by Prof. YOUNG and wife.

Prof. W. H. PAYNE then read a paper entitled "Normal Instruction." The discussion of the subject of Prof. PAYNE's paper being in order, Sup't PIERCE introduced the debate. Prof. WINES followed. The Association then took a recess of five minutes.

The discussion of the question "Should the State Compel the Education of her Children?" was opened by Prof. PAYNE. Mr. G. B. STEBBINS, of Detroit, Sup'ts PIERCE and FORD, the latter presenting the Prussian System from the writings of HORACE MANN. State Sup't HOSFORD, Prof. SILL, Sup'ts GOODMAN, PUTNAM and COOK, Profs. WHITNEY and TRUESDEL followed in the debate.

Mr. STEBBINS presented the following resolution, which was adopted:

Resolved, That to equalize the opportunities of all, to raise the standard of education in our country districts and make culture broad and universal, it is of high importance that school rates be abolished, and that the needed fund to make our schools free to all be raised by an impartial tax by the State.

On motion of Sup t FORD the question "Should the State Compel the Education of her Chiidren?" was referred to the Committee on Legislation.

Prof. YOUNG, assisted by a class of about 40 young misses, very pleasantly entertained the Association with music. Voted the thanks of the Association be tendered them.

Adjourned till half-past seven in the evening.

EVENING SESSION.

The exercises opened with music by Prof. YOUNG and class. President MAYHEW in the Chair. Prayer by Rev. Mr. ARMSTRONG. The Speaker of the evening was Prof. SILL. His subject was "The Effect of Teaching upon Teachers."

The Association then adjourned till 9.30 the next day.

FRIDAY- -FORENOON SESSION.

The Association met as per adjournment, was called to order by Chairman SILL and opened with prayer by Sup't PIERCE.

On motion, Prof. N. H. WINCHELL was elected to the committee on resolutions in place of Prof. EASTABROOK, absent.

By request of Prof. SILL, Sup't PIERCE was elected Chairman till the President should arrive.

The Association then listened to the paper of Prof. WAYLAND, subject, "The Authority of the Past in Matters of Education." Following a few minutes recess, Prof. YOUNG, assisted by Miss BAILEY, of Allegan, entertained the Association with an instrumental duet. The discussion of the subject of Prof. WAYLAND'S paper was participated in by Messrs. FORD, PAYNE, ABBOT, OLNEY and PIERCE. Prof. WHITNEY announced the programme for the afternoon, when the Association adjourned, with music by Miss ALEXANDER, of Saginaw, till 2 P. M.

AETERNOON SESSION.

The Association was called to order by President MAYHEW. The Committee on Finance reported the auditing of the Treasurer's account. The report was adopted. The Committee on Nominations reported as follows:

For President—Prof. H. L. WAYLAND, of Kalamazoo.

For Vice Presidents—Supt. A. FORD, of Niles; Prof. N. H. WINCHELL, of Adrian; Prof. WM. WINES, of Chelsea; Prof. J. W. EWING, of Saginaw City; Prof. G. S. WHITE, of Northville; Sup't N. L. DOWNIE, of Newaygo; Sup't P. B. COOK, of Litchfield; Prof. O. D. THOMPSON, of Utica.

For Corresponding Secretary—Prof. J. S. LANE, of Jackson.

For Recording Secretary—C. F. R. BELLOWS, of Ypsilanti.

For Treasurer—Prof. J. GOODISON, of Ypsilanti.

For Executive Committee—Prof. W. H. PAYNE, of Ypsilanti, and Z. TRUESDEL, of Flint.

Voted the report be accepted, and that Sup't PIERCE be authorized to cast the ballot of the Association for the election of its officers. The vote being in the affirmative, the officers were declared elected as above reported. Prof. THORPE introduced the subject of County and Township Teachers' Associations.

Miss A. C. ROGERS, of the Michigan Female College, read a paper on the subject of Orphans' Asylums and Freedmen's Schools.

The Committee on resolutions presented the following report, which was adopted:

Resolved, That we hail the County Superintendency. We recognize in it a most important step toward the elevation of the Primary School to a higher and more powerful place in the moralizing and Christianizing influences of the day. We lament the sad and discouraging reports which we receive from the County Superintendents, but we regard the knowledge of the condition of the primary schools as the first step toward the alleviation of their condition.

Resolved, That we take pride in commending the *Michigan Teacher*, the organ of this Association, for its interesting, encouraging and beautiful pages, for the high stand which it takes among the educational journals of the country, to the favorable attention of teachers and all friends of education.

Resolved, That we deem it of prime importance to the welfare and future progress of the primary schools of the State that there be another Normal School established at an early period, in the Western or Northwestern portion of the State.

Resolved, That the educational interests of Michigan lose much in the removal to other States of such men as Professors GREGORY, BOISE, RIPLEY and GUNN; and we lament that Michigan does not do herself the credit of discovering in the services of her own sons so great a value as other States can.

Resolved, that the thanks of this Association are given to the people of Lansing for their hospitality, to the State Librarian for securing the use of Representative Hall, and to Prof. YOUNG, Rev. L. B. FISH, Miss ALEXANDER, and others, for furnishing music at the various sessions of the Association.

Resolved, That the favors of the Superintendents of the Michigan Central, Michigan Southern and Northern Indiana, Detroit and Milwaukee and the Jackson, Lansing and Saginaw railroads, in granting free return tickets, has greatly increased the attendance upon the present meeting of the Association, and added to the interest and usefulness of the same, and that the thanks of the Association are hereby tendered them.

N. H. WINCHELL,
Z. TRUESDEL,
SILAS WOOD,
} *Committee.*

On suggestion of Sup't FORD that the Reception Committee was well deserving of the thanks of the Association for their well directed efforts in

providing accommodations for the teachers, voted that this Committee be included in the vote of thanks. The Secretary presented the following resolution:

Resolved, That we tender our sincere thanks to those who have prepared and read the interesting and instructive papers by which this session of the Association has been so distinguished, and, to the end that we may have an opportunity to study, and those who have not been permitted to hear may enjoy the privilege of reading, that they permit the Association to publish the same.

Voted the resolution be adopted, and that a committee be appointed to carry out the provision of its last clause. Prof. WINCHELL, Sup'ts FORD and PIERCE, and Profs. PAYNE and GOODISON were appointed such committee.

Prof. THORPE presented the following:

WHEREAS, This Association is comparatively but partially attended by the educators of the State, and in consequence many local and general interests are not subserved; therefore,

Resolved, That we earnestly urge upon the teachers of the various counties the great benefit and consequent need of forming County Teachers' Associations as auxiliary to the State Association, and to this end we pray that a committee be appointed to report through the *Teacher* at their earliest convenience a form of constitution, that the same may be uniform throughout the State.

The resolution was adopted, and Messrs. THORPE, PIERCE and TRUESDEL were appointed such committee.

The committee on resolutions relative to the death of Prof. LATSON presented the following report, which was adopted:

WHEREAS, An inscrutable Providence has removed from our midst and active membership a worthy teacher,

Resolved, That in the death of H. A. LATSON, we, as individuals, suffer the loss of an esteemed friend, that the cause of education has been deprived of an earnest and efficient promoter, and the Association loses one of its most promising and successful members. We pay this tribute to his memory because we had become attached to him for his earnest yet unostentatious labor in the cause of education, for his faithfulness to respond to all the claims of the teacher's vocation, and for the perseverance and success with which he prosecuted the means for self-improvement, to the end that he might be qualified for the duties devolved upon him. We remember his studious habits of college life, his unobtrusive manner and his unpresuming merit, and we miss from our deliberations his aid and counsel. Feeling, thus, that we have lost a true friend and faithful co-laborer, we shall always cherish for him that earnest affection and respect which only his sterling worth could call forth.

Resolved, That while we mourn his death we also rejoice in the faith that what to us is loss, to him is gain, and that an all-wise Providence, who doeth all things well, will bring out of seeming evil His ultimate glory and our final good. We also tender to his bereaved family our condolence and sympathy.

Resolved, That a copy of these resolutions be presented to the friends of the deceased.

N. H. WINCHELL,
C. F. R. BELLOWS, } *Committee.*
Z. TRUESDEL,

At different times, and on recommendation of different ones, a large number were elected to membership in the Association.

Supt. PIERCE renewed the invitation aforementioned to attend the social at the Female College.

Moved by Prof. WHITNEY that the Association adjourn by singing "Old Hundred," and by benediction by Sup't PIERCE. The Association thus adjourned.

C. F. R. BELLOWS,
Secretary.

BARRY COUNTY.

TEACHERS' CONVENTION.—The Teachers and School Officers of Barry county met at the court house in Hastings, December 27th, for the purpose of forming a county organization. About 120 persons were present. Much enthusiasm was manifested, and a society formed under the name of "Barry County Educational Association." The officers elected for the ensuing year are as follows: President, A. R. BOGGS: Vice Presidents, J. R. BARNUM, CASSIUS CRANSON, S. B. DIMOND and WM. H. JEWELL; Secretary, J. W. HART; Treasurer, Miss MOHALA MOORS; Business Committee, J. W. BONCRAFT, Mrs. CHAS. BURRELL, Miss L. A. STEVENS, EDWIN B. PARKS and JOHN H. PALMER.

BAY COUNTY.

The Superintendent of Schools in this county, P. S. HEISARDT, reports nineteen organized districts in the county, several of which have had no schools for the past season for want of suitable buildings, which lack is, however, fast being remedied. One first grade, seven second grade, and seventeen third grade certificates have been granted by the Superintendent.

WENONA.—This new place has just opened her schools in a fine, new brick building, an ornament to any place.—Messrs. SAGE, MCGRAW & Co., of this place, have offered to give a site for a library building, and purchase a library second to none in the State, if the citizens will furnish means to erect a building.

BRANCH COUNTY.

Superintendent W. S. PERRY, of this county, has resigned his position as County Superintendent of Schools, and goes to Toledo to take the Principalship of the High School of that place. Branch county thus loses the services of an earnest educator, and one who has done much for her schools, both as teacher and superintendent. Michigan sustains a loss in the departure of Mr. PERRY, how great, the Public Schools of Tecumseh, Plymouth, Marshall and Coldwater can testify. When Michigan fails to reward her best and truest laborers as they merit, she will sooner or later lose their services. The schools of Branch county have taken a start in the right direction under Sup't PERRY's care, and we hope the new Superintendent may carry on the work thus well begun, and receive greater support from those most benefited. Success to thee in thy new field of labor, friend PERRY.

COLDWATER.—The schoels of this place are in successful operation under the direction of Principal GEO. E. CHURCH, late graduate of the University. The assistants are Misses HATTIE CARPENTER and JULIA HOBART. The Grammar Schools are taught by WM. H. DAY and Misses STERLING and MARTHA PORTER. G. W. STEVENS and Miss GORDON have the First Intermediate, while Misses WHITTAKER, CORILLE and DELIA H. BENTON have the Second Intermediate, and the Primaries are taught by Misses NELLIE WARREN, J. LIBBIE LAWRENCE, COOK, ROOT and JANE ST. JOHN and Mrs. G. W. STEVENS. There are 1.400 persons entitled to public money, as shown by census. Of this number, 1,300 are enrolled in the school. A new building, costing $15,000, has just been completed in the 4th Ward, and a similar one is contemplated for the 2d Ward.

GIRARD.—Has a very good school in charge of HARRISON J. PAYNE, Principal, assisted by his wife, who have about 75 pupils in attendance.

QUINCY.—Reports 225 pupils, which she has placed in the care of A. C. NICHOLS, late of the Normal School, and two assistants. The school is reported as doing good work.

BRONSON.—J. W. TAYLOR takes the place of CHAS. W. WOOSTER as Principal of the schools of this place.

WHITE PIGEON.—The Union School of this place commenced its winter term January 6th. The Principal is Mr. I. L. STONE, who is doing an excellent work and giving entire satisfaction. He is assisted in the High School Department by Miss M. E. HINDS, a teacher from the State of New York, of excellent qualifications and seventeen years' experience. Miss F. J. DENIO, teacher of the Intermediate Department, has had seven years' experience and is the right one in the right place. Miss C. L. HARWOOD is teacher of the Primary Department, and is well adapted to the position. The present corps of teachers commenced their labors with the beginning of the fall term and raised the character and standing of the school very materially. The fall term was a success. Whole number of pupils, 245. The winter term commences with a large accession to the higher departments.

CASS COUNTY.

DOWAGIAC had, as shown by the monthly report for December, 567 pupils enrolled, 430 belonging at date, 408 average attendance. Tardiness, none. Per cent. of attendance is 93; for the term it is 90. Number of visitors for month, 281; for term, 644. What school reports more visitors?

KENT COUNTY.

Sup't BICKNELL, of this county, is doing a great work for his constituents. Besides the work of visiting schools and examining teachers for the large county of Kent, Mr. B. has undertaken the work of editing and circulating a semi-monthly publication of eight pages or thirty-two columns, called *The Common School Gazette*. The first numbers are at hand, and from their appearance and matter it is judged it will be a useful agent in promoting the welfare and best interests of education in Kent.

This county has monthly reports coming in to the Superintendent from most of the towns in the county, a very desirable thing, which must result in securing more earnest, and, of course, more thorough work among the teachers. From the reports of November is noticed that a large per centage of attendance is secured in many places, which range from 89 to 94 per cent.

This county has 198 school districts. 14,072 children are reported by the census, of which number 10,489 attended school last year. The average per centage of attendance was 74. 112 districts reported rate bills. The county has six graded schools. At the sixteen examinations held by the Superintendent, 241 candidates were examined and 218 received certificates —42 first grade, 94 second, and 91 third grade; in all 233 certificates have been granted. Good female teachers are wanted in this county, who will receive from 25 to 45 dollars per month.

CEDAR SPRINGS school has two departments. The first is under control of Miss ANNA LOTHROP, and the second of Mrs. W. H. BICKNELL, both of whom are reported as doing excellent work. There are ninety-one pupils in attendance.

ROCKFORD contemplates building a fine brick school building costing $10,000. The school is now in charge of Mr. P. E. BROWN, who is assisted by Miss LUCY CALKINS in the Intermediate, and Miss EMMA CALKINS in the Primary. The attendance is 150 pupils.

GRAND RAPIDS, West Side.—The Central School building of this part of the city is to be repaired and fitted up with all modern improvements the coming season. Two Ward buildings are to be erected, each costing $8,000. One of these will be built in the spring. These schools promise to be equal to any in the State.

STEWART MONTGOMERY is Principal, and is assisted by Mrs. MONTGOMERY in the High School; Miss MATILDA E. RICE and Mrs. PHEBE J. HOWARD in the Grammar School; Mrs. S. M. DEAN and Misses C. F. MARTIN, SARAH BARKER and JENNIE L. CAMP in the Intermediate; and by Misses EMMA A. HUNTER, FLORA D. MARSH, MARGARET SCOTT, ALICE M. SCOTT, JENNIE M. WALSH and ELLA A. STEBBINS in the Primary. Number of pupils in attendance, 550.

GRANDVILLE.—W. F. KENT, late of Grand Rapids, is Principal of the school of this place. The school, but lately organized, is doing well with an attendance of about 200 pupils. Mr. KENT is assisted by Misses C. J. DE CAMP, C. M. BATEMAN, CARRIE MOSS and JULIA HARRIS.

LOWELL.—The school of this village is under the care of HERBERT B. JOHNSON, Principal, with Misses JENNIE SINCLAIR, BELLE SWEETMAN, JOSEPHINE HUNTER, and NANNIE A. KNAPP, as assistants. The total attendance is about 300 pupils.

SANILAC COUNTY.

Sup't CHAS. NIMS of this county reports 78 districts in his comparatively new county, for the schools of which he has granted seven first grade, thirty-five second grade and fourteen third grade certificates. Not enough teachers are at hand to supply the schools, and hence some of them are closed.

LEXINGTON.—Miss ELLA B. DIXON, a graduate of the State Normal School, and a successful teacher, is still in charge of the schools at this place and is doing good work. Misses ANNIE MCDONALD and MARY SPOONER are the assistants in the school. There are 150 pupils reaping the benefits of the instruction here given. The buildings have been recently repaired and made quite convenient and attractive.

PERSONAL.

The New York *Mail* contains sketches of two eminent citizens of Michigan: "Prof. E. P. EVANS, of Michigan University, who has acquired such high reputation by his noble translation of STAHR'S work on LESSING,

is about to visit Baltimore for the purpose of delivering to the Peabody Institute a course of four lectures upon the buried city of Pompeii. Prof. EVANS, who has personally visited the mysterious city of which he is now to speak, is probably the most learned man in America upon that special topic; and his lectures, which have been just finished, are likely to prove intensely interesting. Prof. EVANS is still a young man, and one of the most accomplished scholars as well as brilliant writers in the country. He is a regular contributor to the *Nation*, the *North American* and the *Atlantic*.

"The Rev. CHARLES H. BRIGHAM, who for many years has been a leading contributor to the *North American*, the *Examiner*, and other leading magazines, lately wrote and preached his *three thousandth* sermon. He was for many years settled near Boston, but was induced, two years ago, to take the important post near the great University of Michigan, which he now fills with such distinguished ability."

Professor MOSES COIT TYLER, of the University of Michigan, is getting up a book to be called *Our London Correspondent*.

Prof. J. P. VROMAN, for some time past Principal of the Mason Union School, has resigned his position to take charge of the High School in East Saginaw. A worthy man for the place.

Sup't W. S. PERRY, of Branch county, has removed to Toledo, to take charge of the High School of that place, at a salary of $1,800. Toledo gains a good scholar and apt teacher.

Mr. P. B. COOK has been appointed Superintendent of Hillsdale county to fill the vacancy occasioned by the resignation of Sup't CHILDS.

Miss MARY WAGNER, late of Niles, goes to Mount Clemens to take the place of Miss NELLIE BUCK, who has resigned her place as teacher in the public school of that place.

Miss ADDIE R. CHANDLER has resigned her position as teacher of the Grammar School at Utica. The vacancy is filled by Miss NELLIE BUCK, late of Mt. Clemens.

Misses CARRIE JONES and MARY VAN VLEET have resigned their positions in the St. Joseph Union School. To fill the vacancies thus made, the services of Misses STEWART, of St. Joseph, and STELLA A. MOREHOUSE, late of Portland Union School, have been secured.

Miss E. J. MCMICHAEL has been put in charge of a new department, in one of the churches at Buchanan, thus relieving the crowded school buildings.

Miss ROSE PHILLIPS is assistant of Mr. IRVING CLENDENEN in the Pokagon School.

The Michigan Teacher.

Vol. III.—YPSILANTI, MARCH, 1868.—No. 3.

Miss Minnie America.

WHAT are the forces at work in our social system producing this undesirable character? Is she an outgrowth of our free schools and co-education of the sexes?

If our public school system necessarily gives us this character, thus robbing us of the charms of girlhood and of all that is sweetest and best in woman, I for one would join with those who are opposed to this system. Rather let our girls come up in ignorance of books, than lose modesty and refinement of heart and manners. If learning necessarily makes young women bold and pert, if our schools tend to make them coarse or heartless, let us have no more learning among women, no more of these schools.

We will not educate the head at the expense of the heart.

Give us innocent girls, dutiful daughters, and large-hearted, noble wives and mothers, even if to secure these to us woman must go back to seclusion as in former days, and to the ignorance from which she is now only half emerging. But Miss Minnie is not the necessary product of our schools. She has developed in an atmosphere foreign to them.

Our schools help to make, or at least to modify the characters of those brought within their influence; but Miss Minnie is the very one whom it is almost impossible to bring within their

Entered according to Act of Congress in the year 1867, by Payne, Whitney & Goodison, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan.

influence. She is absent so much, is so dissatisfied with, and even antagonistic toward, wholesome laws and the necessity of close application to lessons, and there is so much paternal interference, that she is never truly within this school influence.

This character is not an outgrowth of co-education of the sexes, for it is a notorious fact that in boarding schools it grows into the most astonishing dimensions, and that in those institutions in which the sexes are educated together, we find the greatest number of unaffectedly modest and thoroughly sensible girls.

This girl is the victim of injudicious home management; the victim of unlimited indulgence or neglect, probably of both.

Her mother repels this charge, and says she has made a slave of herself for her daughter. Yes, foolish mother, and yet you have neglected her in those things in which you should have given her the most attention.

You spent time in making for her gay clothing, that you should have spent in giving her those little graces without which a woman, though beautifully dressed, is far from being a lady.

You wasted precious moments stimulating the love of admiration, which you should have spent in securing the confidence and awakening the affection of your child.

You never spent an hour in laying the foundation for a noble womanly character, and the most serious consideration that you ever had for her was, that she might shine in company, attract attention, and secure a brilliant or an advantageous match.

You spared no pains to make her beautiful in exterior, but you never gave a thought to the hidden life, to the beautifying of the soul. You would be much less grieved to have your daughter tell a falsehood than to see her awkward in her movements.

You are proud if her associates are stylish and popular, but you are not grieved if these same are false and profane.

You would be mortified if she had not as many beaus as any of her friends, but you never ask is this education preparing her to be a good wife and mother, and you forget that before any woman can be a good wife or mother, she must first be a good daughter.

How is it that you have so little of the confidence of your child? She will reveal the secrets of her heart to any one quicker than to you.

You know almost nothing of her hidden life. To secure her heart against misplaced confidence, has never had a serious thought from you. You have never studied how you might so fasten her love upon yourself, that it should be to her a talisman amid all temptations.

You have taught her that she looked pretty, and that to *look* pretty is the great desideratum of a woman's life, and that next in importance, beauty was not "born to blush unseen."

Your neighbor has a daughter of the same age as your Minnie, a girl beautiful in person, yet unconscious of it, and better still, beautiful in mind, in life. Your neighbor's ideal of a lovely girlhood and of a true womanhood is just the opposite of yours, and your daughters are each very much like your respective ideals.

While your efforts for showy accomplishments were placing your child in that road that must broaden into destruction, that other little one was being guided along a narrower and less conspicuous path, by one whose greatest pain was the thought, that those little feet might even be drawn out of the only course into which woman may safely venture.

You vainly sought to make your daughter happy by indulging her unlimitedly in all her fancies and desires; the other, with a wiser love, secured her daughter's happiness by directing her fancies and helping her to control her desires. Your course made your daughter a weak, discontented, foolish thing; that of your neighbor gave to the world an unaffected, true woman.

There may be trifling mothers who have noble daughters, and good mothers whose daughters are far from being good, but such cases are rare.

The force with which our schools tend to counteract bad, and to assist good home management, is far from being slight.

Our schools cultivate thoroughness, the possession of which never made a woman less lovely, self-reliance and self-possession, qualities as admirable in women as in men, and as far removed from boldness and pertness, as bravery is from bragga-

docio. They give habits of industry and order to which no one need object; they give thought and food for thought, which in the proportion as a woman possesses is she raised above trifling aims and practices.

Our schools are not doing as much, either for girls or for boys, as they might. In many schools a greater proportion of moral training is needed, but faulty as these schools may be, they are doing much to decrease the number of the Misses MINNIE AMERICA.

SUMMER SCHOOLS,

BY HON. JOHN D. PIERCE.

THE wise man tells us—that to everything there is a season, and a time to every purpose under heaven. Hence, times and seasons, as well as places, are to be regarded in the establishment of schools. It is obvious that it would be unsuitable to build a school house in a swamp, or to locate one on the edge of a dangerous cliff. Equally inappropriate would the hours of midnight be for the summoning of children to the school room. These things are so perfectly evident that no illustration can make them plainer. Equally untimely and inappropriate are schools in midsummer. They are in every relation unprofitable, if not positively injurious. In the very nature of the case it cannot be otherwise. I apprehend no one can be conversant with the schools during the intense heat of summer months without coming decidedly to this conclusion. Such certainly has been the result of my experience the past season. To me it is perfectly clear, that summer schools are a waste of time—a waste of money—a waste of labor—and a waste of intellect; involving in the end a loss of reputation to the teacher.

From the first of May to the fourth of July I visited about sixty schools. During this period they were generally well attended, and there was activity and life in the school room.

On the daily register there was here and there only a note of absence; showing conclusively that interest in the school was as yet unabated. Then bright and smiling faces greeted you—vigor on the part of the teachers, and activity on the side of the pupils was visible—all seemed to be awake and in earnest. Scarcely a complaint was to be heard from any quarter in regard to the management of the school.

But how was it afterward? The whole scene was wonderfully changed. Of the thirty schools visited during the hot season, not one-third were then in attendance who had been previously. Take for example, two schools visited on the same day—up to July one numbered 22, the other 72, equal to 94; one had 3, the other 27—equal to 30. Schools that had numbered from 25 to 45, were found with seven; none had more than twelve. *One only* retained anything like its usual number.

But this is not all—nor is it even its worst feature. With this decrease in attendance, there was a like decrease in the life and spirit of the school room. Here one is nodding—there one lopped down, fast asleep—another has slipped under the bench and is stretched out reveling in his dreams. The teacher is depressed—her life and vigor are abated, and of course, the interest she once felt in her school is in the same ratio lessened. It is useless to complain; for in the very nature of the case it cannot be otherwise. Besides, the heat of summer produces a depressing effect. This is plainly visible in the minister and his congregation. If ever there is a lack of activity, and if ever there is drowsiness, it is at this season. The teacher must be a salamander, and her pupils of the like order, to withstand, unaffected, its influence; especially when the school room is unprotected by shades, or blinds, or even curtains, from the scorching rays of a meridian summer sun. Such a room is a vast deal more oppressive than the open field.

Equally injurious are these midsummer schools to the reputation of the teacher. No matter how successful the school may have been up to this period, a decrease in numbers will be sure to be followed by a corresponding decline in interest. However unjust it may be, this will be likely to be attributed to the teacher. It will be forgotten that two-thirds of her pupils have

been withdrawn from school for home work; that what remain to her are a few little ones; that all the advanced classes have been broken up, and that all that is to be done is to while away the time with them. To the question, "How is your school getting along; is it prospering?" the answer is, "The fore part of the season it went on first-rate, but latterly it has run down, and the teacher seems to have lost her interest in it." What else could have been expected? No reputation that a teacher may carry into the school room, can be sustained unimpaired through the months of July and August. And hence no one who regards reputation will ever consent to teach during this season.

There should, therefore, be no schools during these midsummer months. Nothing can be more unprofitable in every aspect and relation in which they may be viewed, besides being in some respects positively injurious. As already affirmed, they are a waste of time—a waste of money—a waste of labor, and a waste of intellect. The employment and expenditure of these at such a time, brings back no adequate compensation. It is to be remembered, also, that it deprives two-thirds of the children of each district of what rightfully belongs to them—of two months in each year of their school time, which no money can ever bring back to them. When haying and harvesting commence, the services of every child that can do anything, either in the field or in the house, are needed, and hence called into requisition. This is well, and doubtless for the best. There is a necessity for it. But the school terms should be so arranged as to meet this necessity, without depriving such as are thus obliged to leave school, of their just rights. And this can be done, and ought to be done.

If a district decides to have three months summer school, commence early in April. The wet and the mud of this month are, in no respect, so detrimental to the progress of a school as the hot suns of July and August. When it is decided to have four or five months, let the time be divided into two terms, and commence the first early enough so as to end by the fourth of July, and commence the second about the last of August. Let this be done, and the teacher and pupils will reassemble, and

begin again, and go forward with renewed activity and zeal. Observation and experience concur in demonstrating the inutility of schools during the heat of the summer months. Let the appeal be made to every director in the State to apply the proper remedy. Spare our little ones and their teachers the burden and oppressiveness of the school room in the hottest part of the day, while yet the sun is pursuing his course through the heavens in his fiery chariot, and pouring forth his scorching rays. During his reign, when all is aglow with heat, and when beasts and birds bury themselves during these hours in the deepest shades, why should children be forced to the school room, and confined there through six of the most oppressive hours of the day? When High Schools, Academies, Colleges and Universities all close their doors, as this season approaches, why must the Primary Schools be kept open? There is no reason in it, no right and no utility in it. I trust this Convention will speak out on the subject, that a much needed reform may be effected.

SECRET SOCIETIES.

The writer of the article in the January number of the TEACHER, on "Secret Societies in Colleges," wishes to give a word of explanation in regard to an intended answer in the February number. We were not discussing those literary organizations, formed for purposes of intellectual culture, and whose meetings are devoted to debate and to general improvement, to which reference is made in the last named article. Some literary societies, as we are well aware, hold their meetings with closed doors, and dignify (?) themselves with the doubtful appellation of "Secret." To these, however, we gave no attention, and of them we have nothing to say. We spoke of those fraternities which are known by the distinct and entirely legitimate name of "*Secret Societies*" (a name to which the others have no right), and which, as before said, took their rise at Union College in 1825. It would be easy to draw the line of division; but by those acquainted with the subject, the two classes of organizations will never be confounded.

The Authority of the Past in the Matter of Education.

A Paper read before the Michigan State Teachers' Association, Lansing, January 3, 1868,

BY H. L. WAYLAND,

Professor of Rhetoric and Logic in Kalamazoo College.

MR. PRESIDENT AND FELLOW-TEACHERS: — If I were addressing an audience of outsiders, I should unhesitatingly affirm that a teacher (and especially a Michigan teacher) is a being "whose principles are perfect, and whose practice conforms strictly to his principles." But since we are by ourselves, and since all that is uttered here is in strict confidence, I presume there can be no harm in saying that we are human, and that "a fallible being will fail somewhere." Every calling has its liabilities. The minister—is he not liable to exhibit an emotion which he does not feel, to convince others by arguments which do not convince himself, to reprove doubts which are not strangers to his own bosom. The lawyer,—but he, it is well known, has no faults. And the teacher is liable (is he not?) to pay undue reverence to precedent. He is surrounded by those who are his inferiors in age and in knowledge, who accept his positions without question on their part or proof on his, and who, perhaps, would hardly understand his proofs if they were given. The teacher, not forced perpetually to assure himself of his ground by independent inquiry, to justify and defend his views before equals, and to be radical in his investigations in behalf of his pupils, ceases to be radical in his own behalf, becomes accustomed to take things for granted, and to regard great questions as closed against inquiry. Memorable and immortal exceptions there are in our profession, but is not this a liability?

Not long ago, a Professor of Mathematics in an American College of high standing said to a friend of mine, "We have just been revising our course of mathematical study." My friend thought within himself, what a noble opportunity to go back to the foundation, to adjust the amount and kind of this branch of study to the several powers of the mind, to the de-

mands of the age, and to the comparative importance of other branches of knowledge. "Upon what principle did you proceed?" he asked, at length, when he could recall his thoughts from the broad field of inquiry which invited him. The Professor replied, "We took the catalogues of all the Colleges in the country, and, after comparing them, we fixed the duration of our mathematical course at the exact average of that found in all of them."

If I have spoken truly, it will not seem inappropriate to give a few minutes to the inquiry, "What authority ought the Past to exert over our systems of education?" And if the liability does not exist, not even then is the question without interest in the estimate of the intelligent instructor.

As a worthy divine of the older day, in preaching from the text, "Their rock is not as our rock," remarked that the subject naturally divided itself into two heads, the first of which would embrace *rocks in general*, so it will be natural to inquire, first, what authority has the past in matters at large?

Human authority is based, primarily, on the possession (real or supposed) of superior wisdom. It is on this ground that the parent is invested with authority over the child. Can the Past claim authority as being wiser than the Present? Is a man wiser for having lived in the eighteenth, than if he had lived in the nineteenth century? Or are the men of any given generation wiser than the men of a succeeding age? I cannot believe that any one will seriously assert this.

But it is said, "True, one man or one age in the past is not necessarily wiser than one man or one age in the present; but, surely, the wisdom of *all* the past ages must needs be greater than that of the short-lived present." This view is plausible, but it seems to me based on an error in calculation. Suppose we represent the wisdom of the first age by 10; and that of its successor by 11; that of the next by 12; and so on. Now, to compute the wisdom of all these past ages, shall we add together all these terms, add the wisdom of the first age to the wisdom of the second, and so on, and then say, "How vastly the wisdom of the past exceeds that of the present?" A child might as well say, "I used to be much older than I am now. I was one,

and then two, and then three, and so on up to nine, making forty-five altogether; but now I am only ten."

The wisdom of the first age is, say 10. This it transmits to the next age, which adds to it 1, and then transmits the sum to the next, which in its turn adds 1; and so on to the end. Now, if we add these all together, we in reality add the same wisdom in, a great number of times. In fact, the wisdom of the past is the wisdom of the present *minus* the wisdom which the present has added to it; the wisdom of the present is the wisdom of the past *plus* the additions which the present has made. The wisdom of the nineteenth christian century is the wisdom of the eighteen preceding centuries, increased by the contributions of the nineteenth. It is ever the latest century that is "the heir of all the ages" that have preceded it.

A second ground of authority is obligation; the attempt is made to urge our submission to past ages and obsolete institutions, by a consideration of the benefits they have conferred on men, and the claims they have thus established on our gratitude. To this argument, it seems to me sufficient to reply that the Past is dead; and whatever debts we owe it must be paid to its executor, the Present, for the benefit of its yet unborn heir, the Future.

"Is it to be supposed, then, that men have been acting through past ages without a motive or reason? Does not their adherence to a particular course afford us their united testimony in its favor?" But have not men been sinning, and suffering, as the result of their own voluntary acts, and in the face of their own deliberate judgment? Are they not perpetually doing things that are hurtful and wrong, and which they advise their children not to imitate? If any institution or practice has the testimony of mankind in its favor, it is the use of tobacco. "Next to salt, tobacco is supposed to be the article most extensively consumed by man."—*Johnson's Chemistry of Common Life.*

"The Testimony of Past Ages." This is a most deceptive term. The independent witness of a thousand or of a hundred persons, who have each examined a subject and arrived at a judgment for himself, is of vast weight. But if one man has an

opinion, and if ten thousand men follow him without a question, the testimony is not that of ten thousand, but of one.

But if we really had the testimony of mankind, we must then call to mind BACON's familiar saying: "Testimony is like an arrow shot from a long bow; its force depends on the strength of the arm whence it proceeds. But argument is like a bolt from a cross-bow; its force is independent of the arm that sends it." And we must inquire, has humanity, have the past ages, been made up of wise and good men, or the reverse?

"But, what! have you no veneration for hoary antiquity; no respect for the wisdom of age?" I have, indeed, a high sense of the reverence due to age; and as I leave youth further behind, and advance toward the period of gray hairs, I am ever increasingly impressed with the duty of the young to respect their seniors. But what is the old? Is it the past, or the present? Suppose that instead of one ADAM there had been half a dozen, of whom one had lived a thousand years, another two thousand, and that one had survived to our time. Who of these would be the old? Who would have the weight of experience? You at once feel that he who had lived to our time would be old, would have the weight of experience, and that he who died at an earlier day was young. The human race of to-day is old, is wise, is enriched with experience, compared with the human race of one century, of ten centuries ago. Truly, youth ought to bow to the decisions of age; but it is to-day that is older than yesterday, and to-morrow will be the senior of them both. If it were possible for us to know what will be the judgments of humanity a century hence, we ought to bow to them with the reverence due to superior age and wisdom.

"Is, then, experience nothing? Was PATRICK HENRY a fool when, in the House of Burgesses, he uttered those words (now for the first time quoted on any stage), 'I have but one lamp by which my feet are guided, and that is the lamp of experience?'"

But what is it to heed the teachings of experience? Is it resolutely and blindly to do just what mankind have done in the past? This would be to disregard and ignore, rather than to heed, the lessons of experience. Our earliest ancestors, the remotest past, had no advantage from the experience of mankind;

and all the past, in proportion as it is remote from us, had less experience than we. We have more experience than any, than all, who have gone before us. If, then, we go back and do just as those did who had less experience than we, or had none at all, we do, in reality, discredit experience, ignore its teachings, and proclaim its worthlessness.

Or, do we heed the teachings of experience, when we remark the fact that this or that course has been, in a particular case, followed by prosperity, and when we adopt that course without further inquiry? That a certain thing has been accompanied with a certain degree of prosperity proves,—what? It proves that its existence is not inconsistent with that degree of prosperity. It proves no more. And before we can wisely adopt the course in question, we must ask, "Did the prosperity come in consequence of the course, or in spite of it, or totally unconnected with it?" Was the prosperity of America in consequence of slavery, or in spite of it?

If, upon inquiry, we decide that the prosperity was the result of the course in question, we must further ask, would, or would not, even greater benefits have resulted from a different course? Granting that inoculation ameliorates the evils of small-pox, may not another course, say vaccination, entirely preclude its ravages? Granting that a certain study awakens and enlarges the mind, and is vastly better than mental stagnation, would not a certain other study be attended with blessings even greater?

And, still further, granting that, at a particular time, and under particular circumstances, a certain course of action was the best practicable, does it follow that it is the best *now*, and for *us*, or has it been superseded? England won the battle of Blenheim, armed with "Brown Bess" and smooth-bore six-pounders. Would it be wise now to venture into war armed with these tools?

We call the experience of the past our teacher. Rather, I apprehend, we should call it a store-house, in which are the materials of wisdom. But it is for each of us, so to use the materials, as to be a teacher unto himself, and from the failures, from the partial successes of the past, to gain the general principles that will lead to a success, full and absolute.

I do not know how one could better illustrate the value and the legitimate use of experience than by the case of an experimental farm, as, for example, that which is so admirably managed in connection with our own State Agricultural College. Each year the Board of Agriculture send out the results of their year's experience. They say: "A certain course of tillage, or of feeding, was a failure; a certain other course had a slight success; a certain other was more successful; and the result of the whole year is this: the nearer we attain to certain conditions, the nearer do we approach to success." So in the experience of mankind at large; no instance of absolute success is on record:

> "That type of perfect, in his mind,
> In nature can he nowhere find."

But we may gather from universal experience what are the general rules, what the ideal conditions, conforming to which we may expect prosperity. Experience would not tell us absolutely what was the best form of government for man, but it would indicate that a government would conduce to the happiness of a nation, in proportion as it was adapted to their condition, and based on their intelligent attachment. Experience would not tell us what particular language it was best for one to study, but it would, I think, lead us to the conclusion that, in all ordinary cases, the vernacular tongue of any man, though not absolutely the best, was the best *for him*, and that a nation may be expected to gain a literature and to attain culture, much in the proportion that it pays regard to its own language and develops the riches that have lain unwrought in the veins of its own speech.

"But there is certainly a presumption in favor of existing institutions." Yes, but what is it worth in the argument? Very little, surely. Its weight is almost infinitesimal, and is overcome by the smallest opposing force. It amounts to this: that if anything exists, it is not worth while to spend time and strength in effecting a change, unless there is some reason for doing so. If you should take the pyramid of Cheops and turn it upside down, balancing it upon its apex, it would remain thus balanced, until some force tended to destroy the equilibrium, and to incline it to one side or the other. But a child's breath, the

weight of a straw, a fly's wing, would suffice to overthrow it; nay, I am not sure but that one of the President's vetoes would do it. So an existing institution may claim to remain, until some scrap of evidence or argument is urged against it. That instant, down it goes, unless it has something stronger than the presumption to uphold it.

There is a presumption against any law, civil or moral, for all law is of the nature of a restriction. But what is it worth? Just as much as the presumption in favor of an existing institution.

If what has been said is just, it would appear that the authority of the past is very slender. The fact that anything has existed in the past, has existed for whatever length of time, is no reason whatever for its longer continuance. Other reasons there may be, numberless, unanswerable reasons, but this is not one of them. Every opinion, every study, every practice, every institution of the past, is an open question, subject to examination and scrutiny; nothing can claim exemption from inquiry.

These considerations, which, perhaps, have seemed too trite and obvious to occupy your attention, let us now proceed to put to a practical application.

In material concerns, we unhesitatingly declare our absolute independence of the past. No sense of gratitude binds us to an implement or machine, after an improvement is feasible. Sailing craft and the muscles of horses had all the testimony of the past in their favor, up to the hour when steam demonstrated its power. We do not dream that our ancestors had a wisdom greater than our own, but rather we realize that, with our advantages, it would be disgraceful to us not to make better guns, plows, ships, than they did. Commodore VANDERBILT, when a young man, owned and managed a number of sailing craft, and derived from them an income of $4,000 or $5,000. But in 1817, to the surprise of all his friends, he gave up all this to become Captain of a small steamboat at a salary of $1,000. He had the sagacity to understand that sails would soon be obsolete, and he wished to ally his fortunes with the incoming dynasty of steam. He has 40,000,000 reasons for believing that he acted not unwisely.

Thus far-sighted in what relates to cotton, and wood, and iron, we are less ready to act independently, and therefore wisely, when it is brains that are concerned. Making unrivalled steamboats, we do not govern our Metropolis, nor get a competent man into the Presidency once in twenty years, nor establish a real University.

But surely, we ought to apply to the subject of *Education* the obvious principles I have indicated. We ought to act on the belief that the past can assert no authority over our methods of instruction; that the fact of a certain course in education having been followed by benefits, does not prove these benefits to have been its necessary result; and, granting them to have been its direct result, does not prove that greater blessings would not have followed, or may not follow, another course.

It seems to me that the great glory of one in whom, as teachers, we feel a professional title and pride—of THOMAS ARNOLD—lay, not in his erudite edition of THUCYDIDES, or in his History of Rome, or in the Oxford Lectures on Modern History, but in the declaration made of him by one who knew him well, "He wakes every morning with the impression that everything is an open question." The whole subject of education is open, and we have a right, nay, rather it is our *duty*, as teachers, to examine the whole matter according to all the lights derived from general principles, from the constitution of the human mind, from modern science, and from every available source of knowledge.

I. For example, from time immemorial the opinion has obtained that women should not be educated as thoroughly nor to as high a point as men. This opinion has the sanction of the great majority of mankind, and has, no doubt, the authority of all the past. Among the heathen, living in the first christian century, it was held that a woman must needs be ignorant, and, therefore, that it was grossly presuming for her to attempt to be a teacher. An apostle of that day advises his christian friends not to shock this prejudice, and thus arouse gratuitous opposition to the new religion, by putting forward woman as a teacher, but rather to avoid coming to an issue on this point, and to expend all the moral force available in urging the more vital doctrines of christianity.—(*To be continued.*)

EXAMINATIONS.

IN the April number of the TEACHER for the past year appeared an article upon the duties of Principals in examinations for promotion, to which my attention has recently been particularly called. Believing with that writer that "the thoroughness with which this work of examination and promotion is habitually done, furnishes probably the best single test of the efficiency of any school," it seems a matter of vital importance, and worthy of some discussion.

The system of examinations which has elevated the schools of one of the largest cities of the State of Michigan to the highest standard, was that of monthly examinations. Every afternoon—or at least a part of it—was devoted by the Superintendent to visiting schools. The examination was upon the work of the month, and was made partly by the Superintendent, who invariably indicated upon his notebook the stages of advancement of each class and pupil. Consequently, when a change of teachers was made, no pupil had the opportunity of passing undetected into a class beyond his ability. When the questions were asked by the teacher, the Superintendent needed no supernatural vision to discover his or her fairness and honesty in conducting the recitation, and thus was often afforded means of giving necessary criticism upon the method of instruction. These examinations were periodical, and were also public. They furnished a constant and powerful incentive to the greatest diligence in study. They made Superintendent and children acquainted with each other, and on the one side removed fear of that usually formidable personage, and, on the other, gave him such an insight into the character, abilities, or peculiarities of each child, as to render him a fitter guide and counsellor of the teacher who had them in charge. Patrons became interested, and many found attractions at such times, who otherwise would make only annual visits to the school-room, or perhaps none at all. Children anticipated the day with pleasure, and added their entreaties to the invitations of the teacher, and thus mutual interest was awakened.

The teacher, also, found a new impulse in the management and criticism thus given, and a hopeful assistant in the expulsion of that worst of enemies which sometimes comes to the most earnest teachers—a feeling of indifference and discouragement, in the utter lack of sympathy and appreciation. This system of examinations was not usually commenced for the first six weeks at the opening of the year, and was discontinued the same length of time at its close, leaving an opportunity for the Superintendent to arrange all such miscellaneous business as changes required, and for preparation for the annual public examinations which were made by a committee of patrons. Subsequently, the rotation was made in five weeks instead of four. Promotions from one year or one grade to another were made upon examinations by the Superintendent alone, conducted in the most thorough manner, yet these were not wholly relied upon as tests of the pupil's fitness to advance. Probably no one then came before him whose advancement had not been noted from month to month, and ability ascertained more correctly than could be possible by a single examination. I have never elsewhere seen classes attain such a degree of thoroughness as under this system. It may be thought that this arrangement must confine the Superintendent very closely, increase his labors, and give them a monotony which would become intolerable. To this we would answer that he always does or should employ all the hours of the session in school matters, that it cannot increase his labor to visit each room upon a certain day, since he would be somewhere employed for the same time; neither can there be any force in the objection that it must become monotonous, for what or how much more so, then, would all teachers' lives be, and no true-hearted instructor will see in the school-room only a dull routine of duties. It may be objected again that with a fixed day for examination of classes, a teacher could more easily deceive and get up a show of knowledge, or certain sets of questions, and a system of discipline for the occasion, to "show off" in fine, which could not be done if taken unawares. These examinations do not prevent the Principal or friends from visiting the school at any other time, from asking any and all questions, from conducting recitations entirely independent of

the teacher; and we would say, that those teachers, who, under such circumstances, are able to delude a Principal into the belief that ignorance is knowledge, and foolish pupils wise ones, ought to receive a premium for shrewdness at least. It is easy to perceive that whatever knowledge scholars have gained in a four weeks' study of untried lessons, must be genuine.

It may be questioned how such a system can be organized when a very large number of schools is under the charge of one Principal. It may require a longer time to describe a large circle than a smaller one, but we believe that some such system can be adopted everywhere. Where none such exists, we often find one school neglected for the advancement of another; Primary grades overlooked in attention to the higher departments; and the slight preferences of the Superintendent which the best can not always overcome, thus manifest themselves.

We have written at length of this method, not so much because it is entirely new or unlike others, as that those who have experienced its results believe it to be all-important.

If a teacher works faithfully and does not shrink from responsibility, examinations by a Superintendent or Principal to determine the relative merits of the members of a class, are never necessary, for no one can decide where pupils belong as well as the one who marks their capacities day by day, and none but inefficient or irresolute teachers will recommend for promotion pupils that they know are not able to advance, for to do this many times is to subject to unnecessary mortification and discouragement those who, if measured by faithfulness, would rank higher than their intellectual superiors.

For the harmonious progress of schools and promotion of classes, it is necessary that the standard of Superintendent and teacher should be as nearly alike as possible. Frequent comparisons assist both to render them so, and we know of nothing that exhibits the gap more plainly than a thorough examination.

M. H.

EDITOR'S DEPARTMENT.

OUR invariable rule is to discontinue the TEACHER when the time of subscription has expired. We wish to have no names upon our books except those of actual subscribers.

The "MICHIGAN TEACHER" edition of Unconscious Tuition is now ready, and will be sent to all our subscribers. We are very glad to aid in circulating this invaluable essay, and shall confer a similar benefit upon our subscribers next year.

So great has been the increase of subscribers that very few copies now remain out of our large edition of the January number. Persons who have spare copies will confer a great favor by sending them to us. We will pay 25 cents each.

Brevity is doubtless a good thing; yet we fear the matter is in danger of being overdone. Expressions like the following seem to be fashionable: "Office Superintendent Public Schools." Is not this very slovenly English? When words have terminations to indicate their relations, we may perhaps dispense with prepositions.

We thank Sup't BALLOU, of Allegan, for the numbers of the 4th Volume of the predecessor of the TEACHER, the *Michigan Journal of Education.* Who will send us Vol. VIII?

Sup't BRIGGS, of Macomb County, sends us the largest list of subscribers sent at any one time by one person. We thank our friend BRIGGS for the remittance flanking the *twenty-two* subscribers sent us. May others "do likewise."

Just why it is that College authorities are powerless to put an end to the shameful and often barbarous practice of hazing, is perhaps a difficult question to answer. It is doubtless true that this evil has never been effectually checked. Indeed we dare

not say that there has ever been a determined effort to suppress it. For some reason, best known to College Presidents, they seem unwilling to act positively in this matter. Is it because they do not recognize hazing as an evil, or are they afraid to punish offenders? Perhaps this disgraceful practice is regarded as a necessary evil, made respectable by tradition, and tolerated for historical associations; or more probably its inherent vileness is admitted, but no vigorous means are used to suppress it, for fear of a formidable revolt. College classes sometimes employ very effective means of carrying out their own measures. A threat to "bolt," in case the Faculty do not come to the required terms, is usually an irresistible argument. So far as hazing is concerned, a student at the Amherst Agricultural College has done with a chisel what College Presidents have hitherto failed to do. The hazers were not only incontinently dispersed, but some of them will carry dishonorable scars to their graves. President CLARK fully indorses the course pursued by young BROWN, the intended victim, and in reward for his bravery has presented him a scholarship, the annual income of which is $204.

Since the publication of the remarks upon coeducation in the Editor's Department for February, we have learned from the *Nation* of February 6th, that Bishop DUPANLOUP has issued another manifesto upon the subject. It appears that he favors the movement, as a movement, but would have its management in the hands of the priests. The unhappy prelate is much shocked to think that the girls attending the lectures may possibly be seen by the students and the firemen to the great damage of their modesty. We have some recollection of precisely similar objections raised by opponents of coeducation amongst ourselves. Bishop DUPANLOUP is in fact a fair specimen of these opponents, and their arguments have usually about as much value as his.

Some writers have been very pathetic upon the overtasking to which women would, they think, subject themselves in an attempt to master the same studies as men, and fearful pictures have been drawn of the weak but ambitious girls slowly but surely fading awaywith mind and body alike debilitated. It will

doubtless be a comfort to them to know that their fears are in no danger of realization. The University of Cambridge, England, holds examinations of persons who are not its members. Latterly it has admitted girls to these examinations, and as yet not one has perished in the flower of her youth. In fact they have excelled the other sex, especially in *Mathematics* and *Logic*. So great, indeed, has been their success, that steps have been taken to found a University for women. Such facts can but convince all unprejudiced men that women are essentially their equals in intellectual capacity.

Indeed it was long ago advocated by the great German educator DIESTERWEG. He states expressly that the intellectual natures of the sexes are the same, and when the Seminary School at Mörs was under his control, boys and girls were taught together, while his own older daughters joined his classes in the Teachers' Seminary.

At least a part of mankind are fully convinced that "there is nothing like leather." Whether this is to be taken as a general truth, true under all circumstances as to this particular commodity, is doubtless a question; but perhaps we may be allowed to suggest that while leather is undoubtedly a good thing, and in many instances indispensable, it is preëminently valuable only to those who find in it a chief source of revenue. Upon consideration, we are inclined to think that "leather," in the above adage, is a generic term, signifying whatever, in a given case, is the chief source of gain or profit; and that we may have a statement of each man's economic belief by substituting for "leather" the term "oil," "soap," "saleratus," etc. These reflections were suggested by reading the following motto, found in a recent "actual business" journal. "The Proud Art of Beautiful Writing shall conquer the Hearts of all Men." We have no disposition to deny to good writing a proper place in an education. We contend that one's writing should be distinct and comely; but to the sentiment, so confidently put forth by our "actual business" authorities, that all should learn to write in exact imitation of steel plate copies, we are directly opposed. To

make all write "Spencerian" is just as absurd as to make all speak "Johnsonian."

"The Proud Art of Beautiful Writing" is at best an almost purely mechanical process, and the possession of it does not necessarily imply any other excellence. To be a good talker requires good sense and some literary culture; but one may be a first-class penman and have neither. To verify this statement, we have only to refer to the current "Commercial College" literature. In the journal displaying the above motto, we find the following from the "Proprietor" of a Commercial College: "The resources of America for accumulating wealth, are greater than those of any other country in the world, if our young men take advantage of the golden opportunities offered, to learn how to do business and then walk into the paths of energy, honesty and usefulness, there is no reason why they may not become opulent with riches." "We not only learn the student to do the mechanical work of bookkeeping, but to transact business, at the same time being his own bookkeeper."

We have not yet fathomed the philosophy of the matter, but we have long been convinced of the fact that "The Proud Art of Beautiful Writing" disqualifies its possessor for such useful and practical arts as arithmetic, grammar and spelling, to say nothing of the various items involved in the term "common sense." We do not refer, in this connection, to those whose penmanship is really good, in the true sense of the term, but rather to the "artists," whose writing is a fac simile of copper plate engraving. This style of writing is as surely indicative of the lack of good qualities esteemed among men, as riding in a sulky or smoking a meerschaum.

PRACTICAL DEPARTMENT.

ROUTINE is one of the greatest evils in school management. Children especially love variety, and without it they cannot make a healthful progress. The surest way, too, of banishing the spirit of mischief which will sometimes possess a school, is to make an unexpected and pleasant change in the programme. There are many ways of doing this, as by reading or telling a pleasant story, singing a cheerful song, or by introducing some little experiment in chemistry or philosophy. We now have in mind diversions of the latter sort. Let simple experiments be selected, such as can be easily performed. For example, throw a bit of burning paper into a tumbler and invert it over a saucer full of water. The water will instantly rise in the tumbler.

Let a small cork float in a saucer of water. Upon this place a bit of phosphorus, and as soon as lighted place a tumbler over it. The space in the tumbler unoccupied by water shows the proportion of nitrogen in the air.

These items will serve to indicate what we mean. We may give further illustrations in subsequent numbers.

In explaining simple substraction, why illustrate it by a process which no one ever practices? For example, take 423 from 751. The teacher says "We cannot take 3 units from 1 unit, hence we will take 1 ten, equal to 10 units, from the five tens, leaving 4 tens, and add to the 1 unit, making 11 units. Now 3 units from 11 units leave 8 units, and 2 tens from 4 tens leave 2 tens." We ask, why explain the principle in this way when everybody says, in actual practice, 3 units from 11 units leave 8 units, and 3 tens from 5 tens leave 2 tens?

The habit of unnecessary prompting is a very bad one. A pupil begins to recite and hesitates. The teacher nods his head, or says, "That is right," "go on"; or, to indicate to the pupil the fact that the attempted recitation is wrong, shakes his head, or modifies the statement. There is a constant temptation for a teacher to thus interfere with a pupil's recitation; but the practice has a direct tendency to defeat one of the most valuable ends of class instruction—*independent recitation.* Pupils should be required to tell in a straightforward manner the subject matter of the lesson; and if he falls into an error of statement, the correction should be made when he has finished his recitation.

One of the most fruitful sources of trouble in school is the attempt made by teachers to extort "confessions" from their pupils. In many cases the teacher dictates what must be "confessed," and the consequence is that, very often, the pupil is reduced to the necessity of lying or of being flogged. It may sometimes answer a good purpose to require a pupil to acknowledge the commission of a fault and promise amendment, but only in cases where the proof is positive, and even then as a substitute for other punishment. It is usually better to punish the pupil, and let the matter rest.

Book Notices.

MAYHEW'S UNIVERSITY BOOK-KEEPING. By IRA MAYHEW, A. M. Boston: *Samuel F. Nichols.* 1868. pp. 313. $2.50.

Man is a creature of dependence. His strength consists in the mutual reliance of his neighbor and himself upon each other, in harmony with the interests of both. Out of these relations of man to man have grown the many business partnerships and corporations of the day, and the result of the general business interchange of people is the credit system. Our extensive credit system, involving both individuals and nations, our numerous co-partnerships, simple and complex, for more or less extended business, and the official stations which we are often called to fill in society, demand some general system of keeping accounts, at once simple and reliable. This demand is felt not only by business men, but by men and women in every walk of life. We need to be able to tell our own status at any time, and our books should be in such a shape as to be available to others in case of our demise, saving time to creditors, property to our dear ones, and avoiding litigation.

The universal demand for a knowledge of the general principles of book-keeping calls for instruction in this branch in our public schools, and text books explaining and classifying its principles, and directing their application.

The book before us is one calculated to meet this want of our higher schools and business men, and to follow the work on *Practical Book keeping*, by the same author. Its introduction is replete with excellent remarks upon the necessity of book-keeping, and the advantage of it to business men. This is followed by a general statement of the terms used, and their meaning, which is exemplified in the working out of the examples given. The usual forms of keeping accounts are given with full explanations, and followed by examples for practice. A very elaborate article upon Business Correspondence is given, in which the various forms of letters, notes, etc., are given, with explanations. Nothing in the habits of business men is more closely watched and criticized than their correspondence, hence it should be concise and to the point. Commercial papers receive due attention. "Commercial Calculations" is the title of a long and valuable article upon the properties of numbers, the short processes employed in computation, and their application to business transactions.

Double Entry book-keeping is fully explained, and its adaptation shown in two articles to Merchandizing, in another to Partnership, and in others to Internal Revenue, Banking, &c. An article of ten pages on the Elements of Commercial Law closes this valuable volume.

The whole work is written in a clear style, and is of great worth not only to the student, but to the person who has passed school life and needs the aid of some friend or book to supply the place of previous instruction. The mechanical appearance of the book is without a fault, a happy introduction to the important instructions it contains. The book is a good acquisition to our already numerous text-books.

THE AENEID OF VIRGIL, WITH EXPLANATORY NOTES. By THOMAS CHASE, A. M. Philadelphia: *Eldredge & Brother*. 1868.

All things considered, this is by far the best edition of VIRGIL, for ordinary use, that we have seen. Mechanically considered, it is all a lover of beautiful books can desire. The paper, typography and binding make a *tout ensemble* almost faultless. We hope a new era has begun in the manufacture of school books. Let the children have the most beautiful books consistent with a reasonable price. As a general rule, school books are miserable specimens of printing and binding. Indeed, it seems in some cases that the binder might have been under special contract to do his work as poorly as possible. There is no excuse for this except the publisher's greed of gain. Messrs. ELDREDGE & BROTHER have set an example worthy of universal imitation.

Intrinsically, we note an accurate text and judicious notes. The latter are not elaborate, but are designed as *helps* to the student in the preparation of his lessons. The teacher should supply any additional information which may be thought valuable.

We are pleased to notice that the new edition of CÆSAR contains a vocabulary, the lack of which we regretted in our notice of the first edition, Vol. II, page 243.

FRITHIOF'S SAGA. From the Swedish of *Esaias Tegnér*. Edited by BAYARD TAYLOR.

NATHAN THE WISE. A dramatic poem, by GOTTHOLD EPHRAIM LESSING. Translated by ELLEN FROTHINGHAM. New York: *Leypoldt & Holt*. 1868.

Messrs. LEYPOLDT & HOLT have begun the publication of very beautiful editions of works like the above, hitherto inaccessible to the general reader. The translations thus far published, are "King René's Daughter," "Frithiof's Saga," and "Nathan the Wise." These are to be followed by others of a similar kind. We sincerely hope that this effort of the publishers will be generously encouraged; and we heartily commend these beautiful volumes to all lovers of choice literature.

AN ELEMENTARY GRAMMAR OF THE GERMAN LANGUAGE. By JAMES H. WORMAN, A. M. New York: *A. S. Barnes & Co.* 1867. Lansing: *Wesley Emery*, Agent.

A very compact and serviceable manual. It does not pretend to be an exhaustive treatise on the language, yet certainly presents all that the beginner will need, indeed, nearly all that he will ever need, except what he will naturally learn in the course of his after-reading. We especially commend the plan of presenting the etymological portion connectedly—it is

certainly much better than the OLLENDORF method of giving a fragment of a verb here, and of a noun or adjective there. Its bulk, too, is not such as to terrify the student with disheartening anticipations of the amount of work to be gone through.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE, WITH ANALYSES OF SENTENCES. By PETER BULLIONS, D. D. New York: *Sheldon & Co.* 1867. Adrian: *A. W. Price*, Agent.

One of the best English Grammars we have seen. The auxiliary verbs are treated with unusual thoroughness, and in a very sensible way, especially in regard to the manifold significations of Shall and Will—Should and Would. In Rule XII, page 228, is a valuable table showing in connection with what words certain prepositions may be used. To young writers especially it would be of great service, for the use of these little words is a matter in which they are constantly erring. Equally valuable is the list of improper expressions on pages 269 and 270. In the Appendix are articles on Suffixes, Gender of Nouns, the Pronouns, Mine, Thine, etc., What as a Relative, Is "as" ever a Relative? Adjective Pronouns, Verbs, etc.

PARADISE LOST. A new edition with explanatory notes. New York: *Ivison, Phinney, Blakeman & Co.* pp. 409. 1868.

This is a very neat school edition of this great English classic. It is in all respects superior to any previous similar edition. There are brief marginal notes, mythological, historical and geographical. The Index of *Well-known Lines and Passages* is a new and valuable feature.

THE AMERICAN JOURNAL OF EDUCATION. Edited by HENRY BARNARD, LL. D., U. S. Commissioner of Education. Vol. XVII, No. 47. Hartford: *D. N. Camp.*

This is the best number of this Quarterly which we have ever seen. Dr. FAIRCHILD'S paper on Co-education is alone worth more than the cost of the entire volume. There should be hundreds of subscribers to this Journal, and we do not see why there may not be, upon such terms as we offer. ("Extra," page 5.)

THE CRAIG MICROSCOPE, from GEO. MEAD, Racine, Wis.; power, 100 diameters—$2.50.

This instrument is of simple construction, formed of a simple microscope so mounted as to receive the light of a single reflector. Transparent objects on glass, limbs of insects, animalculæ in water, etc., can be seen with great distinctness with this little instrument. The ease with which it is adjusted, its simplicity and power, and its cheapness, recommend it to those in the charge of children, to whom it may be quite instructive. On one of the objects we find "The Lord's Prayer," surrounded by a complete circle of portraits of our great men, and yet all within a space not larger than a pin head.

THE HERALD OF HEALTH has secured Prof. E. P. EVANS, of the Michigan University, as a contributor to its pages. No effort seems to be spared to make this Journal of such value as to be indispensable to the American reader.

PUTNAM'S MONTHLY MAGAZINE.

The February number of this excellent periodical is at hand, and serves to stimulate, rather than lesson, our feeling of delight at the appearance of the former one. The story "Too true" is continued. "Broadway," "DANTE and his latest translators," "Diary of JAMES FENIMORE COOPER," "A talk with our next President," "The mystery of the Gilded Cameo," "Ilium Fuit," "The coming Revolution in England," Life in Great Cities—Rome," "FITZ GREENE HALLECK "(with portrait), are the prominent articles of the number, all of which, like those of the previous number, are articles of genuine true merit, and worthy of close perusal. The March number, with a similar table of contents, is also upon our table. $4.00 per year; address G. P. PUTNAM & SON, New York.

IRVING'S WORKS.

The Knickerbocker Edition of these valuable writings is being issued, printed from new stereotype plates, on superior laid paper. The illustrations are elegant; the binding is in extra cloth, with gilt top. Five volumes —Bracebridge Hall, Wolfert's Roost, Sketch Book, Traveler, and Knickerbocker—are now out, and equal all expectation. A volume will be issued each month, until the entire set of twenty-eight volumes are out. Sold by subscription.

THE LADY'S FRIEND. Philadelphia: *Deacon & Peterson.* $2.50.

This Monthly of Literature and Fashion comes with the best of engravings and illustrations. It gives many valuable hints, which, if put to practice, would add to the attractions of homes, and personal appearance of those who superintend them. Every household should have some such periodical. We notice Mrs. HARRIET PRESCOTT SPOFFORD among the contributors.

UNITED STATES MUSICAL REVIEW, a monthly magazine, by J. L. PETERS, New York, is full of good things to those who have "music in the soul." The numbers of this year have each valuable articles upon Musical Instruments and their History. Music seems to have a literature peculiar to its self, which is much neglected.

JUVENILE READING.—This class of Monthlies sustain their previous position, and are indispensable to our boys and girls. *Our Young Folks* is looked for with great eagerness by old as well as young. We can hardly wait for the next chapter of "Holiday Romance," and another of "WILLIAM HENRY'S letters."

The Schoolmate presents "Ragged Dick" in better quarters and finer clothes, under the title of "Richard Hunter," yet none of the old interest is lost. This paper comes in a new dress and with improved contents.

The Schoolday Visitor has put on a gay exterior, which, with its interesting contents, will work its way into the hearts of young readers. "The Adventures of Tom Roper" is an interesting story begun in the January number.

The Little Chief has been improved in appearance and contents, and claims its share of attention. The articles are all short, but highly instructive.

Nothing can excel *The Nursery* for the wee folks.

Among the articles in the *North American Review*, for January, perhaps the most interesting to the general reader is Prof. J. R. LOWELL's essay on Witchcraft. It brings together much information not otherwise attainable, and abounds with humorous touches like the following: "Then there was the Philosopher AMMONIUS, whose lectures were constantly attended by an ass,—a phenomenon not without parallel in more recent times, and all the more credible to BODIN, who had been professor of civil law." Other papers are on Boston, ONGARO an Italian Poet, Railroad Management, Coöperation, Governor ANDREW. MAHAN's Science of Natural Theology gets a deservedly severe handling in the Critical Notices.

The first volume of the *American Naturalist* closes with the February number. We refer our readers to the February number of the TEACHER for an account of its features for the second volume. We trust its circulation in Michigan may be as large as its excellence merits.

THE PEOPLE'S MAGAZINE is a new candidate for public favor. It is issued in England by the Society for Promoting Christian Knowledge, and in America by POTT & AMERY, 5 and 13 Cooper Union, New York. Each number contains a colored illustration, besides wood-cuts. The January number contains some excellent tales and sketches, and papers upon the Faculty of Hearing, Inundation of the Nile, Explosions in Coal Mines, and an interesting account of a method of preparing "Vegetable Autographs," by Sir J. F. W. HERSCHELL. It receives high commendation from the leading English journals, the *Standard*, *Pall Mall Gazette*, and *British Quarterly Review*. The colored picture in the January number is from a picture by MILLAIS, and there is also an excellent lithograph, after LANDSEER. The *People's Magazine* and the MICHIGAN TEACHER are supplied by us for $4.00 a year.

THE ATLANTIC MONTHLY for February contains, "Does it Pay to Smoke?" by JAMES PARTON, in which the author concludes that, on the whole, it doesn't; "A Week in Sybaris," by E. E. HALE, an admirable satire on our municipal organizations; a sketch of "Missionary Life in Greenland," by Dr. HAYES; an essay on "Beaumont and Fletcher, Massinger and Ford." by EDWIN P. WHIPPLE; "The Victim," a poem, by ALFRED TENNYSON; and "The Meeting," by WHITTIER. The gem of the number, however, is the second part of CHARLES DICKENS' story, "George Silverman's Explanation," in which he delineates a canting, hypocritical, sham religious man to the life.

The recent issues of *Every Saturday* have contained two papers of interest to teachers, "Colored Suns," by Prof. PROCTOR, and "Hurricanes and Tornadoes," by Prof. ANSTED. The selections of this periodical are always made with good taste, and, for the most part, have permanent value.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

PRIMARY SCHOOLS IN 1867.

THE Reports for 1867 from 4,744 districts in Michigan give gratifying evidence of progress, both as to population, and to the educational interest of the people. The number of children between the ages of five and twenty is 338,244; an increase during the year of 17,108. This shows, from reliable comparisons, a population of over one million. The increase in the past two years has been over one hundred and twenty thousand.

There are 774 townships and cities—an increase of forty-nine; and 182 new school districts, with 243,161 attending school. Deducting 6,422 of that number, who were under five or over twenty years of age, and adding 10,703 reported in private schools, we find in the State 90,802 persons between the ages of five and twenty, attending no school during the year.

The average length of the schools was six and two-tenths months, the same as in the last four years. This, however, does not show the full amount of educational privileges. The average is obtained by dividing the sum of the months' school in the districts of a township, by the number of districts. This gives the average for the township. The total of these averages is then divided by the number of townships; making the average for the State, all without reference to the population of the districts. Thus a town might have one district with fifty children and three months' school, and another with a thousand children and nine months school. The average—six months—will show school equal to one child 6,300 months, when it was in fact, 9,150 months. As a rule, the smaller the district, the shorter is the term. There are 182 townships with less than 200 children each; in the aggregate but 16,284. In those towns the average was only four and eight-tenths months; while, in the rest of the State, with 321,960 children, the average was six and seven-tenths months. The difference may be shown thus:

16,284 children, 4,8 months; total months' schooling,	78,163
321,960 children, 6,7 months; total months' schooling,	2,157,132
Total months of school privilege,	2,235,295

Whereas, the general average, as obtained, shows: 338,244 children, 6,2 months; total months schooling, 2,038,184, or 197,111 months less than is shown to be the fact by but a partial reference to population. In 179 graded districts, with 100,701 children, the average was eight and eighty-five

hundredths months. Here we know nearly one third of children of the State to have had school privileges equal to 890,603 months, when the general average gives them but 624,346.

Only in Wayne County can the libraries be said to prosper. In that county crime pays such homage to education, that the libraries have a fair support, and the people feel a corresponding interest; neither of which statements can be made elsewhere, with a very few exceptions. In 1857 there were 168,179 volumes reported in the State; in 1867 there were but 140,439; and of these 26,532 are in Wayne County. It was a fatal mistake in the Legislature of 1859, that took away all reliable means of support from the libraries. It was not a mistake that any change was made in the system at that time; for requiring every town, under the old plan, to appropriate twenty-five dollars of the two mill tax, without regard to wealth or population, was absurd; and a vast portion of the books were unfit to be read by anybody.

The number of male teachers in 1867 was 2,007—an increase of 320; and of females, 7,377—a decrease of 118. Still, 487 more months are taught by females than in 1866, showing less frequent changes of teachers. The average wages of males was $44.03, and of females, $19.48 per month; an increase to the former of fifty cents, and the latter one dollar and four cents per month.

The total wages of male teachers was $338,208.84; and of females, $579,052.67; the former an increase of $64,426.65, and the latter, $40,876.89. Total wages, $917,261.51.

There are 4,622 school-houses, of which 73 are built of stone—an increase of six; 375 of brick—an increase of 46; 3,509 of wood—an increase of 133; and 665 of logs—a decrease of 58. The new stone and brick buildings alone, almost fill the vacancy from log houses abandoned; while the 133 frame buildings show about the actual increase in number. The value of these buildings is reported at $3,361.567, an average of $727.30. But $1,829,250 of this is in 171 graded districts. Aside from these, the average is but a little over $300. Or, if we estimate the log houses at fifty dollars, the case stands thus:

About 200 buildings in graded districts,	average	$9,146 50
3,757 buildings,	"	400 00
665 log buildings,	"	50 00

There are but forty four districts whose entire property in buildings exceeds $10,000 each; but these would include perhaps sixty houses, several of which are worth from twenty to fifty thousand dollars. The ambition now shown in building good school-houses is a most auspicious omen of good for the future.

The districts report $192,602 00 on hand at the commencement of the year; received from the two mill tax, $287,967.63; from the Primary school fund, $143,787.50.

In 2,480 districts—just about half—rate bills are reported, amounting to $107,170.91. This was $4,019.84 more than in 1866; but as compared with the increased expenditures, it was a considerable decrease. The amount raised by district taxes to pay teachers, was $332,842.13; an increase of $98,072.92. Other district taxes amounted to $541,462.92; an increase of

$142,142.96; and funds "from all other sources," $331,082.65, an increase of $154,785.84; besides $25,812.92 from tax on dogs, reported in 2,199 districts, which was not reported separately last year. It will be seen, therefore, that the rate-bills, though slightly increased in fact, were comparatively largely diminished. We trust the maximum is now reached. The people abhor this tax on poverty, and the last Legislature amended the law so that districts may raise two dollars per child by tax to pay teachers.

The total resources of the districts amounted to $2,011,236.01; and the actual expenditures to $1,708,080.01, leaving $303,156.00 on hand; with debts in 1,423 districts, of $439,476.38. A considerable portion of this indebtedness is for money loaned for building purposes. The amount paid for buildings was $545,437.30. This was about four thousand dollars more than was raised by district tax for all other purposes than payment of teachers.

There are 179 graded school districts, with 100,701 children, nearly one-third in the State. The percentage of attendance in these schools was 68; in the State, 72; though the average length of time the pupils attended school in the State was doubtless less than in the graded schools. These districts own half the value of school-houses in the State, and the past year expended within a few hundred dollars of half the money. This was owing, to a great extent, to the erection of buildings; for of the wages of teachers they paid but 39 per cent. of the whole. The expense for teachers' wages for each child in the districts was 41 cents per month for the time school was taught, while in the whole State it was 44 cents; although the graded districts pay twice as high wages. Of the total expenditures the cost was 96 cents per month for each child in the State, and $1.12 in the graded districts. From this we see that the graded schools, in the aggregate, are no more expensive than the small country schools. .

Everything indicates that the (with us) new system of County Superintendency is a grand success. Most of the counties have been highly fortunate in their selection of this officer. They are generally live men—judged by their works—and are not only increasing the public interest in schools, but are giving direction to puplic sentiment, and concentrating it, so as to make it effective for the highest results. C. B. S.

SPRING INSTITUTES.—Institutes will be held at the following places and times, if no changes are made: Paw Paw, March 23d. Marshall, March 30th. Chelsea, March 30th. Otsego, April 6th. Hillsdale, April 13th. Muskegon, April 27th. Newaygo, May 4th.

NORMAL SCHOOL.—The annual examination of classes and graduating exercises of the present year will take place on the first week of March. Exercises of the graduating class, Thursday, March 5th. Examinations for the Training Certificates have already taken place. There were about 30 candidates. The Spring Term of the Normal School begins Tuesday, March 17th, and continues 16 weeks.

COUNTY SUPERINTENDENTS.

The following is a tabular view of the work, time allowed, and pay of the County Superintendents, drawn from reports.

COUNTY.	No. School Districts.	No. Schools visited.	NO. OF CERTIFICATES.				No. of days allowed by Sup'visors.	Amount per diem.
			1st gr.	2d gr.	3d gr.	Total.		
Allegan,	160	100	28	41	177	246	250	$4.00
Barry,	133	72	6	49	99	154	300	3.00
Bay,	19	12	1	7	17	25	unlimited	5.00
Berrien,	157	125	37	56	40	133	200	5.00
Branch,	133	65	3	54	69	126	unlimited	3.50
Calhoun,	179	85	10	69	98	177	250	3.50
Cass,	121	108	22	66	33	121	250	4.00
Clinton,	127	120	14	48	97	159	200	3.00†
Eaton,	135	86	5	64	68	137	260	4.00
Genesee,	178	140	13	125	75	213	300	5.00‡
Grand Traverse,	40	18	6	7	16	29	unlimited	4.00
Gratiot,	81	60	9	20	66	95	....	....
Hillsdale,	169	150	12	129	59	210	unlimited	4.00
Huron,	33	20	....	5	15	20	....	3.00
Ingham,	136	104	6	50	72	128	unlimited	4.00
Ionia,	134	100	8	10	33	51	200	4.00
Isabella,	29	13	3	14	11	28	124	4.00
Jackson,	156	93	23	46	69	138	300	5.00
Kalamazoo,	140	90	18	57	51	126	165	5.00
Kent,	189	127	42	94	91	227	300	5.00
Keweenaw,	10	7	5	6	5	16	40	5.00
Lapeer,	118	68	3	57	78	138	unlimited	5.00
Leelanaw,	17	12	2	1	22	25	....	....
Lenawee,	200	160	6	183	55	244	300	4.00
Livingston,	132	....	9	52	101	162	unlimited	4.00
Macomb,	119	106	16	62	48	126	250	5.00§
Manistee,	15	2	2	3	1	6	unlimited	4.00
Mason,	11	6	....	6	6	12	do	5.00
Mecosta,	28	24	4	17	10	31	do	3.00†
Midland,	15	16	....	2	14	16	do	4.00
Monroe,	116	....	26	62	35	123	150	4.00
Montcalm,	87	63	3	27	57	87	300	4.00
Muskegon,	45	14	9	14	30	53	unlimited	5.00
Newaygo,	52	18	2	12	22	36	do	3.00†
Oakland,	225	135	18	94	74	186	300	4.00
Oceana,	35	3	6	17	11	34	....	....
Ottawa,	98	....	....	....	....	....	250	4.00
Saginaw,	93	70	4	5	60	69	200	5.00
Sanilac,	78	48	7	35	14	56	200	4.00
Shiawassee,	101	89	7	6	99	112	175	5.00
St. Clair,	142	122	4	13	88	105	250	5.00
St. Joseph,	130	100	8	45	106	159	225	4.00
Tuscola,	91	40	3	36	39	78	150	5.00
Van Buren,	138	20	10	55	58	123	unlimited	5.00
Washtenaw,	160	103	47	103	76	226	300	5.00
Wayne,	160	60	12	61	27	100	300	5.00
Total,	4,875	2,944	483	1,867	2,492	4,842		

Those marked † expenses are allowed besides the per diem.

‡ $175.00 is allowed for Apparatus and Institutes, § Office expenses and per diem.

From the above table it will be seen that fifteen counties have not limited the number of days for which the Superintendents shall be entitled to pay. This is but just, for in some of these counties all the time that can be had should be employed in the work of the office, and some counties ought to allow assistance to the Superintendents. From the reports received the average per diem is $4.27. The majority of counties have put the amount per day below the average; five only have placed the allowance at the minimum rate, while eighteen have given the maximum or $5.00 per day.

The average number of days allowed per district is 1.82, which, at the average rate would allow the Superintendent $7.34 on an average for each district. At this rate Oakland should pay $1,650; Lenawee, $1,468. Monroe County allows 1.3 days at a cost of $5.17 to each district; Oakland 1⅓ days, at a cost of $5.33; Calhoun 1.39 days, at a cost of $4.84 per district. These are old counties and are below the average in making provision for their schools, while some of the new counties far outstrip them. Montcalm gives each district 3.46 days, at a cost of $13.84; Isabella 4.28 days, at a cost of $17.12; and Keweenaw 4 days, at a cost of $20.00. Judging from the averages made upon the reports given, the whole amount of time allowed to Superintendents would be 8,150 days for this year, at a cost of about $35,000.

During the six months time of their existence the Superintendents have visited about 3,000 schools, and doubtless will make about 8,000 visits during the year, more than double the number reported by the Inspectors in any year.

No better movement has been made for our schools—but its greatest good is not to be seen yet—that will appear to the next generation.

UNIVERSITY OF MICHIGAN.

The annual Catalogue of our State University, just received, gives a pleasing exhibit of the condition of this leading institution of the continent. The summary of students is as follows: In the Literary and Scientific Department—Resident Graduates, 13; Seniors, 48; Juniors, 48; Sophomores, 87; Freshmen, 104. In Mining Engineering, 8. In Selected Studies, 59. In Higher Chemistry, 51. Total, 418. The Department of Medicine has also 418. In the Department of Law there are 159 Seniors and 278 Juniors, in all 387, making a total for all the Departments of 1,223.

The number of Graduates during the year was as follows: Bachelors of Arts, 27; Bachelors of Science, 14; Civil Engineering, 6; Mining, 2; Master of Arts, 6; Master of Science, 7; Doctor of Medicine, 82; Bachelor of Law, 148. Total, 292.

Some changes are announced in the requirements of admission, showing that higher preparation will be required hereafter, and better in kind. Six Courses of Study are arranged for the Department of Science, Literature and the Arts, viz: the Classical, the First and the Second Scientific, the Latin and Scientific. the Civil and the Mining Engineering Courses, for all of which corresponding degrees are to be conferred.

BARRY COUNTY.

The Barry County Educational Association held a session in Middleville on February 12th, which was well attended by both, teachers and school officers. Mr. C. S. CRANSON, Vice President of the association, presided over the deliberations of the convention, and Mr. J. CAROETH acted as Secretary, *pro tem.* Two very interesting papers were read, one on "The compensation of Female Teachers," by Miss L. A. STEVENS, and the other, "What constitutes a Good School," by Mr. C. S. CRANSON. Quite an interesting "Experience Meeting" followed the reading of the papers, in the course of which Mr. FLEMING gave quite a humorous and vivid description of "boarding around." The exercises concluded with a lecture in the evening by the County Superintendent; subject: School-houses and School-teachers. The best feeling was manifested, and the meeting was both interesting and valuable.

CASS COUNTY.

The annual meeting of the Cass County Teachers' Association was held in Dowagiac, January 18, 1868. Miss MARY WALL was chosen Secretary *pro tem.*, and the ordinary business transacted. Mr. G. W. CLENDENEN read a paper entitled "Industry necessary to the attainment of Knowledge." Questions of importance were discussed, and a lecture given by Rev. LEVI TARR, upon Intellectual Culture. The following persons were chosen officers for the ensuing year: IRVING CLENDENEN, President; FRANK MCALPINE, Vice President; EMMA SMEAD, Recording Secretary; J. P. BORTON, Corresponding Secretary; and Miss HATTIE SMEAD, Treasurer. After the final reports of officers and the appointment of the usual committees, the Society adjourned to meet the fourth week in March, at Pokagon.

CASSOPOLIS.—The report for the Fall Term of the Union School of this place shows 206 enrolled. Average number belonging, 167. Average attendance, 136. Per cent. of attendance, 78. Number of tardinesses, 842. Per cent. of tardiness, 10. Number of visitors, 305. This school is doing well under the care of F. A. HERRING, Principal. Mrs. ALWARD, of Middleburg, Ind., is the assistant vice Miss CUTLER, now assistant in Grammar School.

DOWAGIAC.—The last monthly report of this school shows 59 enrolled in addition to the number of last term. The average belonging is 445. Average attendance, 400. Tardiness, 0. Per cent. of attendance, 90. Number belonging at date, 444. Number of visitors, 90. Miss LYDIA E. HEBRON has again entered the school as assistant. We congratulate the school upon being again able to have her services.

LAPEER COUNTY.

Sup't BARTLE reports 118 school districts, three of which, Almont, Lapeer and Hadley, have graded schools. The greater part of the schools visited were in houses sadly out of repair, and 25 per cent. are said to be unfit to have school in. Only eight yards were found fenced, but one had shade trees *set out*, and but three or four any at all. Nine new houses were

built the past season. A useful and well attended Institute was held at Lapeer village in the fall; eighty teachers attended.

LAPEER has a flourishing school with an attendance of 350 pupils, under the charge of J. H. VINCENT, Principal. Mr. V. is assisted by Misses MARY H. HENRY, AMANDA C. BREWER, HANNAH W. BUTTERFIELD, MARY WEST, EMMA HICKS, ESTELLE GARRISON and ALICE D. BRAZIE.

ALMONT is duly proud of her new school house, in which a school of 300 pupils is just organized under the charge of Mr. A. J. ITSELL. Mr. ITSELL is assisted by Misses MAGGIE SMITH, HELEN PALEN, FRANCES COREY and AMANDA BISHOP.

MACOMB COUNTY.

Superintendent BRIGGS issues a quarterly, called *Macomb School Journal*, a very readable and instructive paper, which must do a large amount of good, reaching, as it does, nearly every home or family in the county. A series of Teachers' meetings are being held in various parts of the county. Much good can be accomplished by thus frequently bringing three or four towns together for conference and instruction, at some central place. This paper has a list of all the school directors, clerks and supervisors in each town; also a Directory of the Union Schools in the county.

MT. CLEMENS has about 400 pupils attending the Union School, of which SILAS WOOD is Principal. He is assisted by his wife in High School, ELMIRA C. MORTON in Second Intermediate, MINNIE C. GIBBS in First Intermediate, OLIVE DIXON in Second, and MARY WOOD in First Primary. Rev. HERMAN GUNDERT is teacher of French and German.

ROMEO has 404 pupils in attendance. We notice one or two changes in locality of teachers, and that Miss HULDA DANIELS is the teacher of Penmanship.

NEW BALTIMORE.—Number of pupils 264. Miss EMMA PHELPS has been added to the number of teachers.

ARMADA.—Mr. A. D. HAGADORNE has AGNES LITTLE and MARY J. BROOKS for assistants. 140 pupils are in attendance.

MEMPHIS reports 164 pupils in charge of EDWARD C. KINNEY, Principal, who is assisted by Misses MARY E. SABIN and HANNAH E. BURKE.

WASHINGTON.—The school has been organized but a short time. Eighty pupils are in attendance in the care of IRA L. FORBES, assisted by LUCELIA DAVIS and THECLA A. CANNON.

UTICA.—The School at this place lately gave an exhibition, the proceeds of which amounted to $100. The money is to be applied in buying furniture for the school chapel.

MANISTEE COUNTY.

F. J. RAMSDELL, Superintendent of Schools in this new county, reports 15 districts, but only three of these have schools this winter for want of suitable houses.

MASON COUNTY.

Superintendent F. DOWLAND reports eleven districts in this new and far-off county. In the spring term three more will be organized.

The creation of County Superintendents works good to this and other new counties, as well as the old ones. Candidates were rarely examined, because they had not competent inspectors. The distance of localities of districts, and the state of roads make the County Superintendent's office one in which much must be done to get small results. A new and fine frame house, costing $2,000, is being built at Ludington.

MONROE COUNTY.

Superintendent C. TOLL reports 159 teachers employed in his county the past year; 17 of the number had had no previous experience, and 17 had taught more than five years.

The libraries of the county are in eight district libraries, reporting 500 volumes, and 12 city or town libraries, reporting 5,370 volumes.

There are 8 private schools and academies, having an attendance of 215 pupils, requiring 18 teachers.

The universal want of proper ventilation, and unnatural mode of seating are complained of here as in most of the rural districts in the State. Mr. TOLL draws some fine conclusions upon the needs of his county in this respect.

The neglect and incompetency of school officers are reported, and in some instances the men merit punishment.

The average cost of schooling for pupils is given as $5.69 in the city of Monroe, $3.70 in Erie, as the highest; and $1.82 in Ida, and $1.87 in Summerfield, as the lowest of the towns in the county.

The library question is a matter of but little moment among the people, although the city of Monroe seems to have looked after her rights in this direction.

DUNDEE.—The school of this place is in care of Mr. FRANK E. JONES, assisted by LAURA SPALDING. About 110 pupils are in attendance in the two departments.

MONROE.—LEWIS MCLOUTH is Principal of the schools of this city. He is assisted by Misses FANNY WOOD, Preceptress. HELEN STADDORD in High School, ADA CRUMP in Grammar School, NELLIE M. BATES in Secondary, and MINNIE ST. JOHN, EMMA LEWIS and THERESA J. WOOD in Primaries. The attendance is about 330. Last year the attendance was 800, requiring 15 or more teachers. This falling off is owing to the fact that no means was voted last fall for the support of schools. No schools are in operation except in the main building.

MISCELLANEOUS.

DETROIT.—At the meeting for the reorganization of the Board of Education, Superintendent DOTY presented an elaborate report upon the condition and needs of the schools of that city. He had gathered many valuable statistics from other cities and towns of the State, also from the principal cities of the United States.

The report shows Detroit to have 1 high school, 6 senior grade schools, 20 junior grade schools, 26 second grade, 26 primary grade, and 2 of mixed grade. Total, 81 schools, occupying 21 buildings.

The want of room is so great that admission has been refused to 1,559 applicants in the year past. The per cent. of attendance was 95 against 94 last year continuing the steady improvement of the past 3 or 4 years. The per cent. of tardiness is 0.6. There have been 9,221 names enrolled. The number in attendance has been 5,883. The Cass Union has the largest number on its records, being 1,691, with a large per cent. of attendance, which is 96.1. The Houghton School has an enrollment of 1,004 with 96.4 per cent. attendance. Trowbridge Street School has 96.7, and the Capitol School 96.6 per cent. attendance.

The schools of the city require a force of 102 teachers, at a cost of $47,690. The average number of pupils to each teacher is 60, and the Superintendent urges the reduction of this number to 50 as the maximum. The cost of tuition per scholar is $7.87, which is less than in any city shown upon the report; some cities paying nearly or quite double that amount. The cost per pupil in Boston is $17.62.

The establishment of a Training School in connection with the High School is highly recommended by the Superintendent.

ADRIAN.—Superintendent N. H. WINCHELL, of the schools of this city, sends us his report for the term ending December 20th, from which we note. The High School has 64 students at date; Grammar School, 144; Secondary Departments, 438; Primary Departments, 498; total number, 1,144. The whole number enrolled for the term is 1,567; the average number belonging is 1,219; average attendance, 1,146. The number excluded for want of room has been 62. The number of cases of corporal punishment is 387 for term. The average per cent. of attendance was 94—99 being the highest and in a Primary room, and 88 being the lowest—the High School was 92 per cent. —the next lowest. The number of non-resident students is 38. This report is one of the best we have seen for so large a school. It shows a good state of feeling and excellent supervision.

YPSILANTI.—Miss SARAH MILLER, teacher of one of the Grammar Schools in the Seminary, has accepted a position in the schools of East Saginaw. She is succeeded by Miss MARY WAGNER. The Normal Class numbers over twenty members, chiefly ladies, who are preparing for the summer schools. The course of instruction comprises a review of the common branches in connection with lectures on method and government. At the next commencement in June, diplomas will be conferred on all past graduates of the Seminary. Persons entitled to diplomas, who design to be present, are requested to communicate the fact to Prof. S. S. BABCOCK, Secretary of the Faculty.

OLIVET COLLEGE has received during the past year an increase to its permanent fund of between $40,000 and $50,000. A gentleman of New York has offered to give $25,000 on conditions which it is thought can be easily complied with. Rev. H. O. LADD, of New Haven, Ct., is to fill the chair of rhetoric and supply the pulpit for the coming year. The annual catalogue of the college for 1867, just published, gives the number of students attending as follows: gentlemen, 240; ladies, 119. Total, 359.

LOCKPORT.—The trustees of the Lockport School District have rejected all bids for the building of the school-house, and will erect it themselves.

HUDSON.—Over 700 scholars are in attendance upon the public schools of this village the present term, and 10 teachers employed. The schools are in a very prosperous condition, and the system of consolidation procured by act of the Legislature last winter works well.

KALAMAZOO.—FRANK LITTLE, Esq., the Secretary of the Board of Education, of this village, has just received a large installment of books for the District Library, above one thousand volumes, comprising a valuable selection for all ages and conditions of readers. He has also purchased a number of volumes for the High School Library. The books have recently been removed to the spacious and handsome rooms in the Corporation Hall, and added to the books previously on hand, make a most valuable free circulating library. The catalogue of Kalamazoo College for 1867 shows 61 male and 36 female collegiates, six gentlemen and five ladies to graduate at the next commencement; and 148 gentlemen and 14 ladies in the preparatory class.

COLDWATER.—MR. ALBERT H. LUCE has been appointed Superintendent of Schools in Branch County.

MATTERS ABROAD.

AMERICAN.

WISCONSIN.—The State Teachers' Association held its executive session at Madison, December 26th and 27th. The Committee on Compulsory Attendance, consisting of A. J. CRAIG, the newly elected superintendent, J. H. TERRY and W. C. WHITFORD, made a report, declaring it the duty of the State to see that every child receives a good common education. The report was adopted. Other reports were on School Supervision, recommending the township system, Idiotic Asylum, Normal School and Teachers' Institutes.

Prof. OLIVER AREY, Instructor in Natural Sciences in Brockport Normal School, N. Y., and formerly Principal of the State Normal School in Albany, has been appointed Principal of the Whitewater Normal School, at a salary of $2,500.

The report of the Superintendent of Public Instruction shows that—

The number of children in the state between 4 and 20 years is	371,083
Number who have attended public school during the past year,	229,945
Number of teachers required,	5,059
Number of schools visited by county superintendents,	4,223
Average number of days each attended school,	71¼
Total value of school houses and sites,	$2,522,726
Total amount paid for school purposes,	$1,893,378

The increase in expenditure for school purposes is nearly one half million of dollars in excess of any past year.

The Regents have resolved to establish a Normal School in the city of Oshkosh as soon as a building suitable for the purpose can be erected.

ILLINOIS.—The fourteenth annual meeting of teachers was held at Galesburg, commencing December 24th. Lectures and papers were read by Prof. J. HUTCHINSON on "The Schoolhouse"; President EDWARDS on the "Educational Needs of the Times"; Prof. TENNEY on "Coral," "Physical Geography," and on "Zoology"; Dr. WILLARD on "Moral Instruction"; Mr. A. ETHRIDGE on "The Grading Practicable in Country Schools;" S. M. HESLET on "Compulsory Attendance." Hon. JOHN M. GREGORY delivered an address on "The Right and Need of the Race to Universal Education." A paper on "Coeducation of the Sexes," prepared by Prof. ROBERT ALLYN, President of McKendree College, was read by President EDWARDS. Over 600 teachers were in attendance.

Hon. JOHN M. GREGORY has recently purchased a library for the Industrial University.

The yearly expenses of the Normal University are $18,000. The building will seat 300 Normal and 200 Model pupils, and with furniture and grounds is valued at $250,000.

Chicago has in her public schools 27 male and 292 female teachers. The number of children coming within the school age was, according to the last census, 53,100. Of these, 26,851 attended school during the last year. The average number of pupils belonging to the schools was 16,392, and the average daily attendance, 15,413. The expenses for the year were $247,352.79.

Prof. JAS. R. BOISE who has recently accepted the professorship of Greek in Chicago University, was the recipient of a formal welcome to his new position from graduates of Michigan University, residing in Chicago. The address was delivered by Prof. D. C. BROOKS, and responded to by Prof. BOISE.

INDIANA.—The State Teachers' Association held its fourteenth annual meeting at New Albany, commencing December 25th. Besides the inaugural address of the President, Dr. J. F. TUTTLE, the association listened to papers read by Prof. R. G. MCNIECE on "The Culture of Literature in the Teacher's Profession"; by DANIEL HOUGH, Esq., on "Higher Culture"; by S. P. THOMPSON, on "County Superintendency"; by Prof. IRA W. ALLEN, on "Intuitional Instruction"; by Prof. NOBLE BUTLER, of Louisville, Ky., on "The Philosophy of Composition"; by Prof. RICHARD OWEN, on "The Geology of Indiana"; by Prof. SANBORN TENNY, on "Coral," and on "Natural History"; by W. H. WILEY, on "Business Integrity, how best promoted by Education." The President for the ensuing year is A. C. SHORTRIDGE, of Indianapolis.

The Normal School receives an annual appropriation of of $10,000. The city of Terre Haute gives $50,000, and the Legislature $40,000 for the building.

The number of school children in Indiana is 577,000; excess of males, 25,000; number not in attendance at school, 166,000; number of teachers, 10,000; average compensation of male teachers in High Schools, per diem, $3.57; of female teachers, $1.87; of male teachers in Primary Schools, $1.84; of female, $1.45; number of schoolhouses in the State, 8,300; value

of houses and furniture, $5,088,346; number licensed as teachers in 1867, 7,565; number rejected, 596; licenses revoked, 36; total amount of school fund held by the State, January 14, 1868, $8,184,961.25; productive school fund, $7,070,477.90. Of the productive school fund one-half bears 7 per cent., and the rest 6 per cent.

IOWA.—Miss A. W. TUPPER, a graduate of the Michigan State Normal School, is teaching in the Des Moines Female Seminary, under the principalship of Miss MARY MCLEAN. The local papers, in a notice of the recent public examination, speak in high terms of Miss TUPPER's ability.

KANSAS.—Prof. L. B. KELLOGG, Principal of the Normal School, reports 75 ladies and 55 gentlemen attending the Normal Department; 15 girls and 12 boys in the Model School.

MAINE.—Dr. BALLARD's annual report gives the number of children between 4 and 21 years of age at 212,309; the ratio of attendance, .44; number of schoolhouses, 3,782; amount of permanent school fund, December 31, $244,121.

NEW HAMPSHIRE.—The annual meeting of the State Teachers' Association was held in Concord, December 12th and 13th. It was attended by a larger number of teachers and friends of education than usual. AMOS HADLEY, Esq., State Superintendent of Public Instruction, presided. Among those who took part in the discussions were Professors SANBORN and WOODMAN, of Dartmouth College, C. S. RICHADS, of Meriden Academy, Professor M. T. BROWN, of Tufts College, and others.

SOUTH CAROLINA.—The Constitution provides for a school system and compulsory attendance for 24 months of all children between six and sixteen. A reformatory school and agricultural college are to be established. All schools and colleges supported from public funds are to be open to all, irrespective of race or color.

LOUISIANA.—The educational clause in the new Constitution provides that all children shall be admitted to public schools without distinction, and that no special schools shall be established for the exclusive education of any color. All public institutions of learning, including universities, wholly or in part under control of the State, are to be open to all persons, irrespective of color. The article was adopted which provides for the election of a Superintendent to serve four years, and also the article which provides for an appropriation from the public funds for their maintenance.

MISSOURI.—A bill has been introduced in the Senate making it compulsory upon parents and guardians to send their children between the ages of 9 and 13 to school, at least four months each year, under penalty of from ten to thirty cents per day for absence without satisfactory cause.

Mr. JULIAN offered a resolution in Congress instructing the Committee on Education to consider the expediency of providing a general system of education in the States lately in rebellion, including common schools sufficient for the education of every child, without distinction of color.

The Michigan Teacher.

Vol. III.—YPSILANTI, APRIL, 1868.—No. 4.

Secondary Education in Michigan.

IT is the object of the present writing to call attention to the insufficient securities of secondary education in our State, to ascertain to what extent this defect is an evil, and to propose a remedy for the evil as far as it is found to exist.

The somewhat vague term *secondary education* has been purposely chosen to represent that general stage of educational progress which follows the *elementary* education of the common and the primary school, and looks forward to the *superior* education of the College and the University.

The qualities which preëminently distinguish good teaching are *cultivation* and *intelligence;* and we ought never to be satisfied with any school or system of schools which does not possess, and give ample security that it is competent to impart, the best knowledge and the best culture of the age. Now culture and intelligence reveal themselves only to culture and intelligence, so that there are comparatively few men in any State who are able to discriminate between the true and the false in matters pertaining to education. It is, indeed, a sufficient guarantee for the production of good flour and cloth and iron, that consumers easily discriminate between a good and a bad product, and will choose the one and reject the other. But men do not know the difference between good teaching and bad teaching. The popularity of a school is often inversely proportional to its excellence.

Entered according to Act of Congress in the year 1867, by Payne, Whitney & Goodison, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan

Hence no school or system of schools can be wholly worthy of trust, which does not offer abundant securities concerning the character of the work which it attempts to accomplish,—securities springing from one or more of the following sources: competent supervision from without, fixedness of system, established traditions, great publicity or eminent ability of instructors.

Our common school system certainly offers such securities. Public attention is directed to these schools. The scholar, the patriot and the philanthropist never lose sight of them. A carefully chosen and thoroughly organized body of men, directed by an intelligent chief, exercise a supervision over them which affords the highest assurance that they will continue to deserve well of the State.

The superior schools of the country, the colleges and universities, offer still higher securities, from their greater publicity, the more universal interest which they engage, and the fact that they are amenable to the intelligence and learning of the world, for the tone and character of their scholarship. What daring innovator, what literary adventurer would hope to subvert the present system of college instruction without a fierce and protracted struggle with the world of thought and letters!

But how is it with the High Schools of our State, and those coördinate departments and similar institutions which we have included in the general term *secondary schools?* Whatever may be the theory of their organization, practically they have no supervision from without. The field is too large for the State Superintendent to hold constantly under his eye, and the County Superintendents hardly regard these schools as coming within the sphere of their labors. The securities which they offer arising from publicity and general interest are slight. Few people beyond the immediate neighborhood of those towns care much about the system of instruction in the public or private schools of Detroit, or Lansing, or Ann Arbor. Some guarantees for the proper performance of their work our advanced schools certainly have, but the two great securities of publicity and supervision are wanting. The principal securities which they really possess are found in the public spirit of the inhabitants of our towns and villages, which induces them to conform to the best models in

matters of education as in other things, and in the real excellence of many of the teachers in these schools. But these securities are local and temporary. In all our secondary schools the plan of organization and the order, subjects and methods of study are practically within the control of the principal teacher, who is at liberty to experiment, modify, reform, subvert and change to any extent which he may desire, and these changes and experiments will provoke little animadversion from any quarter. Practically there are nearly as many systems of instruction in our State as there are schools, and in some of our schools the system of instruction has changed many times in accordance with the particular bias of the principal teacher who might be temporarily in charge. And not only have such changes, sometimes fortunate and sometimes unfortunate, occurred in the curriculum, and also in the general tone and character of many of our larger schools, but there are no adequate safeguards against their continued recurrence in future. The more familiar any person may be with the history of education in Michigan, the more readily will he affirm that there are few secondary schools in our State in which the principal teacher, if he be a man of some ability and address, may not introduce such radical changes as shall turn away the whole current of the educational work from the channels in which it should flow. It is true, indeed, that this is not an unmixed evil. Such wonderful flexibility of system invites experiment and independent effort, and these within certain limits are proper and necessary. But there must be some safeguards, some securities against their abuse. These securities I would seek in *competent supervision*,—such supervision as would give us truly a *system* of secondary schools, and check any evil tendencies which might arise in them without unduly restraining their freedom.

But who shall exercise this supervision? Perhaps most naturally a Board, consisting of the State Superintendent and the officers of the State University,—the former as the person in the State most thoroughly informed concerning the actual condition and the practical wants of all grades of schools, and the latter as occupying a position which gives them peculiar interest in secondary education, and peculiar knowledge of its needs. An

eminent English critic, in writing upon this subject, has said:—"A fitter body than the Universities to exercise this inspection could not be found. But whether it is exercised by the State, or by great and august corporations, like Oxford and Cambridge, the value of the security is equally good. It is only as to the power of the Universities to organize, equip and keep working an efficient system of inspection for secondary schools that I am in doubt. Can the Universities organize and pay a body of inspectors to travel over all England to visit, at least once in every year, the four or five hundred endowed schools of this country? The French University could, but the French University was a department of State. If the English University can not, the security of their inspection will be precarious." But it is sufficiently apparent that, in the present state of education in this country, the thorough inspection and examination of any schools above the primary grade, by any body of men, is hardly to be expected, however desirable such inspection might be. It would be much to gain that a competent advisory Board should have an authoritative voice in all matters pertaining to the organization, the courses of study, and the methods of instruction of secondary schools, particularly as far as such instruction looks forward to collegiate education.

Undoubtedly our State University, in common with other American colleges, is looking forward to the time when she can offer to her pupils better facilities for education than now. This can be done either by increasing the term of residence at the University, or by adding to the requirements for admission. The latter seems the most feasible, as it is the most economical method. It may indeed be urged against it that the *present* conditions for admission are not readily complied with. But if this be true it is because they are not exacted. It is well known that many of the better pupils of our High Schools do not go to College, but continue their studies in their respective schools, either from necessity or choice, while their more fortunate companions are winning collegiate honors. Many schools unwisely seek to give themselves this independent character. But for this fact the aspect of secondary education in Michigan from a collegiate stand-point would be quite different from what it must

necessarily be at present. For the benefit of those pupils who carry forward their education at home, the Union Schools of the State are compelled to furnish instruction in mathematics at least through Trigonometry, in French and German under a native teacher, for two or three years, and to extend the classical preparatory course somewhat beyond the requisitions for entering college. If this work is ill done, it is ill done because of misdirection. Properly directed and encouraged it would be well done, and would furnish a broad and firm basis upon which the superstructure of collegiate education might rise to a loftier height. E. A. S.

TEACHERS' INSTITUTES.

THE Teachers' Institute is destined to play a very important part in the future educational history of our State. The Superintendent of Public Instruction conducts, at public expense, two series of institutes each year; and each County Superintendent will hold at least two such meetings during the year.

It is a matter of no little moment, therefore, to determine the kind of work which ought to be attempted at these gatherings of teachers. The prevailing idea seems to be that an Institute is a sort of peripatetic Normal School, designed to give specific instructions to persons who are about to become teachers. With a proper understanding of the true functions of a Normal School, we will not dispute the correctness of this notion; but if *Normal* instruction is synonymous with *Academic* instruction, we are induced to advocate a different view. So far as Institutes are concerned it must be assumed that teachers have sufficient knowledge of the ordinary branches taught in school. To imagine that persons can learn enough of Grammar, Geography, History and Arithmetic in *one week*, to enable them to teach even a *common* school, is very absurd, especially if the instruction is of such doubtful quality as we believe it to be. "Casting out the 9's" is a very wonderful process, no doubt, and admir-

ably serves the purpose of exhibiting the wonderful attainments of the lecturer; but to spend whole days in this sort of thing, as is frequently done, is an outrage which should be resented. Spelling is a very desirable accomplishment; but warned by the fate of the "wonderful one hoss shay," one would think that even the "parts of a wagon" would at last wear out. Hobbies were undoubtedly made to be ridden, and persons affected with "peculiar ideas" must needs seek relief in *some* way; but this intensified vaporing is surely out of place when respectable young men and women are thus victimized.

We repeat that it must be *assumed* that teachers have the *matter* of instruction: the Institute is chiefly to give the *method.* When camps of instruction are formed for the discipline of soldiers, it is taken for granted that the men have a normal amount of physical strength. If, upon examination, it is found that they have not, they are discharged by the examining surgeon. The discipline consists in teaching men how to *use* their physical strength. Persons in need of *muscle* should go to *Dr.* not to *Col.* LEWIS. Instead of academic instruction then, the great effort should be to communicate a correct method of teaching the various branches, and for this purpose the members of the Institute should be formed into model classes in Arithmetic, Grammar, etc., and method can thus be taught in the concrete. In this way much valuable instruction will be communicated, but it will be done as it ought to be, incidentally. Besides this, a very considerable share of attention should be given to the various topics connected with School Government. The Institute itself should be a model school, conducted according to the highest ideal of the person in charge. Specific instruction may be given in lectures which the teacher should reproduce. County Superintendents will find this a very convenient and satisfactory way of conducting their examinations. During a week of class exercises it will be easy to discover the amount of knowledge and fitness to teach possessed by each teacher; and if it be announced that this is to be the mode of examination, the Institutes will be fully attended.

THE AUTHORITY OF THE PAST IN THE MATTER OF EDUCATION.

A Paper read before the Michigan State Teachers' Association, Lansing, January 8, 1868,

BY H. L. WAYLAND,

Professor of Rhetoric and Logic in Kalamazoo College.

(Continued from the March number.)

Now, it would seem our duty not to give a blind assent to past belief in the matter, but rather to raise the independent inquiry, "Has the dogma any basis in reason, in experience, in fact?" The burden of proof lies against all restriction. It is to be presumed that woman, as a part of mankind, has a right to a high, an equal education. It is for those who hold the contrary, to maintain this position by argument, and to prove that women are not capable of receiving the highest mental culture.

Closely akin to the dogma just named, and hallowed by an equally overwhelming weight of authority from the past, is the belief that there are two ideal characters, the male and the female; that woman is divinely intended to be shrinking, modest, tender-hearted, gentle, affectionate, truthful, incapable of reasoning, but reaching her conclusions by intuition, loving dependence and submission, rejoicing in timidity and self-distrust, feeling it to be her supreme joy and glory to enhance the happiness and obey the commands of some actual or possible husband; that the ideal man is a being, bold, resolute, indomitable, self-poised, needing no counsel, affording to woman the wisdom, the encouragement, the protection, that the strong ought ever to give to the weak, the wise to the ignorant, the superior to the inferior.

Do I exaggerate? A character in LONGFELLOW's "Spanish Student" expresses the popular notion when he says: "What I most prize in woman, is her affections, not her intellect." And Dr. NOTT in his letter to the Regents of the University of Michigan, upon the question of the admission of women to the University of Michigan, remarks: "Delicacy of sentiment, a feeling of dependence, and shrinking from public view, are attributes sought for in one sex; in the other, decision of character, self-

reliance, a feeling of personal independence, and a willingness to meet opposition and encounter obstacles."

This belief has moulded our whole course of education for the sexes. It has been understood that the training for the one sex and for the other ought to be such as in the highest degree to develop these opposite traits of character. Man has been educated to be strong, resolute, victorious; woman to be modest, yielding, dependent. But it becomes us to ask whether we have been justified in holding this view; whether there are two types of character, adapted to the one sex and to the other; whether there is any trait that is noble in man, which is not also noble in woman, any trait that is admirable in woman which does not adorn man as well. It is a noteworthy fact that the heathen always present to us male and female divinities, and, naturally, male and female types of character. Christianity knows but one type, but one exemplar, that of Him who cannot be said to have had any more of boldness than of gentleness, any more of resolution than of intuitive perception of right. And an early Christian teacher reminds us that "in CHRIST JESUS there is neither male nor female, but Christ is all and in all."

II. Another theory, having an authority conferred on it by the past, may be stated thus: "The fact that a person exceedingly dislikes any branch of study, and is evidently destitute of all aptitude for it, is a sufficient reason why he should be forced to pay a disproportionate attention to it;" and, of course, since the amount of time available for study is limited, it is implied that the branch which he pursues with the greatest avidity and delight, and in which his attainments are most rapid, should be in the same proportion discouraged and repressed. If he has an utter distaste for mathematics, of course, this fact shows that here is the point where his mind is defective and needs strengthening. So he must make mathematics his *pièce de resistance.* We are told that we should seek for rounded, symmetrical minds, developed in all directions alike, with no power in excess of any other, and that these round minds are to be gained by making all pursue a certain exact routine of studies, a prescribed course, containing just a modicum of each branch of learning, nothing in redundance, nothing in defect.

Now, in morals, this is all very well. There is one type of moral character, one ideal of morality, no deviation from which can be allowed. If a man has no talent for speaking the truth, we say to him: "You must take particular pains to acquire this useful, but much neglected art." An aversion to any virtue is a reason for its sedulous and disproportionate cultivation. An inclination to any vice is a reason for its stringent repression. It will never do for a man to exhibit an excess of energy in the direction of justice, and to be wanting in benevolence, to excel in truthfulness but to lack charity.

All very true; but does a similar rule hold in mental culture? Is there but one type of mind, every departure from which involves monstrosity. Shall we believe that the Being who made no two leaves alike, no two faces, no two snowflakes, meant that all minds should be alike. Would not a world thus constituted be unspeakably monotonous. I know of no reason to suppose that mental rotundity is any more pleasing to the divine mind than any other mental configuration. And, assuredly, it is not the round-minded men who are the most effective, and contribute the most to the world's progress. It would be difficult to name any great inventor, poet, mathematician, artist, discoverer, who was not what men opprobriously call "one-sided" in his development, exhibiting an excess of some one faculty over its fellows. I once saw the walls of Fort Pulaski pierced, not by round, symmetrical balls, but by elongated shot, quite unsymmetrical perhaps, developed all in one direction, but they *went through.*

Is there not a division of labor in mental, as in material pursuits? And as man advances in his conquests over nature, shall he not also advance in true culture, by allowing, nay, rather by encouraging every person to cultivate his powers in the line which nature has marked out, and to attain to excellence in the particular department for which he feels a fondness and a faculty? When the voice of nature, which is here the voice of God, says to one man "be an artist;" to another, "invent a steam engine;" to another, "be a philologist;" to another, "be a naturalist;" why should not her voice be heard? Otherwise we have endless iterations of moderate men, paragons of univer-

sal mediocrity, but a dearth of high excellence in any one department. If a man has a marked predilection and faculty for mathematics, and a distaste for languages, you can indeed, if you choose, spoil a great mathematician and make a very moderate linguist, but is it worth while? In the name of reason, let him be a mathematician, if it be to that that God calls him; let him calculate eclipses, and predict the return of ENKE's comet, even though he knows not "the etiquette of the optative mood," and die in ignorance of the names of Jupiter's bastards.* Mr. R. W. EMERSON, in an article on "Books" says: "Never read any books but what you like, or in SHAKESPEARE'S phrase,

> "'No profit comes when is no pleasure taken;
> In short, sir, study what you most affect,'"

III. Another dogma of equally hoary antiquity is this: "The studies which are most useful for the pursuits of life, for the material welfare of man, are devoid of disciplinary power. It is the studies which are practically useless, and removed from man's material interests, that afford the best means of a generous culture." I do not indeed imagine that any considerable number of the advocates of the non-utile studies regard their uselessness as a recommendation; or would hold that the usefulness of the practical pursuits is a positive disadvantage to them; though there have been those who have urged these studies on the ground of what they were pleased to call their "glorious inutility." But the opinion has obtained that the line which separates the disciplinary studies, the cultivating studies, from these possessed of little or no disciplinary power, is identical with the line that separates the practically useful from the practically useless.

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* I am happy in being able at this point to quote a few lines from the Inaugural Address of an eminent educator, Pres. JOHN M. GREGORY, of the Illinois Industrial University (as reported in the *Chicago Tribune*):

"Those who were taught were American boys. They might have ideas of their own, and learn what they pleased in the schedule. Young men would come, not as clay to be shaped, but as thinkers, with aspirations. When they came, they would say just what they wanted, and it must be given them. The question was, should the institution prescribe some limited round of studies, or do what it had done, open the whole fountain, so that young men, drinking at their will, might yet drink in all the knowledge of agriculture and mechanics. * * * The glory of the nation was the liberty of personal movement and life. A man could travel through the whole circle of professions at his will. He would never stint a child of his, but leave him to seek whatever he pleased."

I may be permitted to quote a few words from one who would have been known as among the wisest of men, had he not rather become immortal as the wittiest—from SIDNEY SMITH. "A learned man! A scholar! Upon whom are these epithets of approbation bestowed? Are they given to men acquainted with the science of government? thoroughly masters of the geographical and commercial relations of Europe? to men who know the properties of bodies and their action upon each other? No; this is not learning; it is chemistry or political economy—not learning. The distinguishing abstract term, the epithet of scholar, is reserved for him who writes on the Œolic reduplication, and is familiar with the Sylburgian method of arranging defectives in *o* and *m i*. * * * * If a young classic of this kind were to meet the greatest chemist, or the greatest mechanician, or the most profound political economist of his time, in company with the greatest of Greek scholars, would the slightest comparison between them ever come across his mind? would he ever dream that such men as ADAM SMITH and LAVOISIER were equal in dignity of understanding to BENTLEY and HEYNE?"

The opinion has the sanction of past experience. For in point of fact during the former ages, and up to quite a late period, it was indisputable that the persons who devoted themselves to metaphysics, to theology and to classical study, were, in respect of mental culture and power, vastly the superiors of those occupied with the acquisition and use of practical knowledge.

Another consideration may tend to explain the discredit cast on studies of practical utility. In an old and aristocratic country, like England, whence our ideas and institutions of learning are so largely derived, it is a mark of honor to be supposed to be independent of the need of labor. But if a man studies chemistry, agriculture, mechanics, it may be supposed that he needs these in order to earn a living. Men have sought to escape from this degrading imputation, by pursuing studies which could in no wise be suspected of contributing to any single useful purpose, least of all to the support of their possessor.

Now, granting the premises, the conclusion would not necessarily follow. Supposing that the superiority as to mental cul-

ture lay with the useless pursuits, and that it is by the useful studies that man universal is to be benefitted, one would hesitate, surely, before building up himself in an intellectual superiority, at the expense of all his duties to the race. There may be an intellectual selfishness, as truly as a material, more keen, more subtle, but not, I apprehend, any less offensive to God.

But are the premises granted? Are we to believe, on the authority of the past, that studies which reach practical and useful results, studies which tend to increase the supply of food, to lighten toil, to lengthen life, and to promote the happiness of mankind, can contribute nothing to culture, and that the useless alone is disciplinary? To affirm this, it seems to me, is to affirm that God has ordained the great body of mankind to toil their lives long, cut off from all opportunity for self-enlargement, and a few scholars, *par excellence*, to monopolize all the high and ennobling delights of culture and self-improvement, while contributing nothing to the welfare of men at large. It is to affirm that, while everywhere else man is one in interest with his fellows, according to the sublime saying of PAUL, "If one member suffer, all the members suffer with him; if one member be glorified, all the members rejoice with him," he can promote his *intellectual* welfare only by the most absolutely selfish disregard of the interests of the race. We may hesitate, I think, before acceding to an assumption so startling.

Shall we take the classics as a representative of the practically useless studies, and the physical sciences as a representative of the practically useful? What are the merits of the one and of the other, considered simply as means of culture? What is their comparative ability to enlarge the powers of the human mind?

For increasing our command of language, it would naturally seem that the study of languages possessed a peculiar adaptation. To transfer an idea from one language to another, reproducing it with clearness, precision, elegance and brevity, to search for the particular word in our own language that exactly corresponds to a given word in another, must accustom the mind to weigh the force of expressions, to distinguish between synonyms, and must impart to the style both force and vivacity. By transferring an

idea from another language, we may learn the peculiarities, the defects, the powers, of our own, as, by visiting other lands, we know our own country; as the soul becomes conscious of itself by the impressions received from other beings.

I do not, however, clearly see why it must needs be a dead language that is pursued; nor why the benefits of linguistic study may not be gained from SCHILLER, LUTHER, MOLIERE and DANTE, as truly as from DEMOSTHENES, ÆSCHYLUS and TACITUS.

I am inclined, also, to raise the inquiry whether we have fully tested the results of a thorough, generous study of our own tongue. We are often told that the English language is so largely drawn from Greek and Latin that one must study the latter in order to understand the former. But we are far more indebted to the Anglo-Saxon, than to Roman or Athenian. Can it be doubted that CHAUCER, and SPENSER, and WYCLIF had far more to do with the formation of the English of to-day, than HERODOTUS, or VIRGIL?

Granting, however, that the study of language is calculated in a high degree to impart command of language; yet I am not sure that the study of SCIENCE is useless for this purpose. Transparency, vivacity and variety of expression flow naturally from closeness of observation and clearness of conception, qualities which nothing is fitted to cultivate in a higher degree than the study of the sciences of nature. An illustration of this fact is afforded by a well known anecdote of Sir WALTER SCOTT. When about to compose Rokeby, he visited the locality where the scene was to be laid, and with his friend and host, Mr. MERRITT, rode out to see a cavern that was to be introduced into the poem. "I observed him," says Mr. MERRITT, "noting down even the peculiar little wild flowers and herbs that accidentally grew around and on the sides of a bold crag, near his intended cave of Guy Denzil, and I could not help saying that, as he was not to be on his oath in this work, daisies and violets and primroses would be as poetic as any of the humble plants he was examining. I laughed, in short, at his scrupulousness; but I understood him when he replied that in nature herself no two scenes are exactly alike, and that whoever copied truly what was before his eyes, would possess the same variety in his description, and exhibit

apparently an imagination as boundless as the range of nature, in the scenes which he describes; but whoever trusted to imagination, would find his own mind circumscribed and contracted to a few favorite images, and the reproduction of these would soon produce that monotony and barrenness, which have always haunted descriptive poetry, in the hands of any but the patient worshipper of truth."

Certain it is that the truest poets have ever been those who have showed unmistakeable traces of a keen study and a large knowledge of nature, BURNS, SHELLEY, WORDSWORTH, COWPER, SHAKESPEARE. And was it not to a close observation and a clear conception of natural phenomena, that HUGH MILLER owed a style that was the envy of classical scholars, and that made an Oxford Professor say that he would give his left hand to have such powers of description as were possessed by the Cromarty Stone Mason?

On the whole, we need feel no painful sense of shame in leaving undecided the question as to which of the two classes of studies tends in the higher degree to enlarge the power of expression.

Again, one of the highest powers of the human mind is that of generalization, by which we draw universal laws from the observation of individual instances, and then apply these laws to the prediction and explanation of new cases. Which class of studies has the advantage in promoting the processes of induction and deduction? In physical science, we generalize with profound confidence and with absolute certainty. We know that every case must come under a law, and that to the law there are no exceptions. With no misgivings, as soon as we have a few individuals, we seek to find the *law* under which they come. Having secured that, we proceed to apply it to other cases, with no more doubt than we have of our own existence. We are willing to risk our all upon nature's adherence to general laws. We are perpetually doing so.

A ship's crew, having been wrecked, had succeeded in climbing upon a rock which promised a possibility of at least temporary safety. But would not the waves of the rising tide sweep them from the rock, and should they not abandon this for some

higher crag, if one could be found? One of the party, used to the observation of nature, presently said, "We may remain here with safety, for I have found growing upon the sides of the rock a plant which *never* grows within reach of the waves."

Science discovers that certain features in the bony structure of animals are accompanied by certain other and related features. Immediately a general law is established. A small fragment of bone, belonging to some animal hitherto unknown, is found in the Basin of Paris and is brought to Baron CUVIER. He at once sketches the entire structure of the animal; and, as further excavations reveal the remainder of the skeleton, it appears that he had delineated, with perfect accuracy, an animal hitherto unknown to science.

NEWTON remarks that substances possessed of great refractive power are usually combustible. Hence he judges it probable that the *diamond*, too, is combustible. And experiment verifies the hypothesis.

But bolder and more magnificent than any of its predecessors is one of the most recent scientific inductions. It is found that the different elements, when heated to incandescence, send out rays of light, which, when resolved by the prism into a spectrum, reveal certain lines traversing the bars of color. The spectrum from each substance has a character of its own. Turning now the spectrascope upon the sun and other luminous heavenly bodies, and remarking the features which characterize the spectra proceeding from each of them, science analyses the atmospheres of these glowing orbs, and provokes anew our admiration for its magnificent inductions.

In the study of languages, after much labor and the collating of numberless instances, we frame a general law. Then we guard ourselves against trusting to it, by establishing a list of exceptions as extensive, perhaps, as the rule itself; and then exceptions under the exceptions, and so on *ad infinitum*. E. g., we find the rule that the names of all beings which are neither masculine nor feminine, are neuter; and immediately follow interminable lists of just these words which are not neuter. Still more hopeless is the attempt to establish general rules in the

matter of inflection. We have all read the remark of an eminent scholar that the Romans would never have found time to conquer the world, had they been compelled to learn how to decline nouns of the third declension.—(*To be continued.*)

SHOULD INSTRUCTION BEGIN WITH THE ELEMENTS?

THE almost universal belief seems to be that it is the teacher's business to analyze the subject matter of instruction into its simplest elements, and then to present to the pupil each of these parts in succession, enabling him to proceed synthetically in his acquisition of knowledge. If we wish to give the child an idea of a cube, we should first develop the idea of a line, then of surface and angle, and then by combining these the pupil rises to a clear comprehension of the whole. If a flower forms the subject of a lesson, care should be taken not to allow the learner to see it in its completeness, but it should be carefully analyzed into its several parts, as calyx, petals, corolla, stamens, etc., and these elements should be most accurately examined. When this has been done, the pupil is prepared to form an adequate conception of the whole.

The idea of thus beginning with the *elements* of knowledge is a very plausible one. That in every constructive process we should begin at the foundation, seems to be a truth which needs no demonstration. It is believed, however, that this reasoning is entirely fallacious, and it is the object of the present article to present some arguments in opposition to this almost universally recognized theory of the genesis of knowledge. Before proceeding to a formal presentation of arguments in opposition to this theory, it may be well to see how far the current method can be judiciously applied. We shall confine our reasoning entirely to the gaining of knowledge by observation, as it is particularly in this department that the current method of investigation is thought to be preëminently valuable. It is evident that if the theory be true, it may be applied with advantage to all matters of common observation. The two illustrations above

given, of the manner in which the accepted theory is to be applied, will no doubt strike the same mind differently. At first sight the inconsistency in the case of the cube may not be observed; but it is manifestly impossible to concede the utter absurdity involved in the second case. It is probable that no one could be found to vindicate such a mode of instruction, unless to defend a theory. For the sake of argument let us grant that whenever a separation into parts is possible, the proper mode of procedure is first an examination of elements, and then by a synthesis rising to an idea of the object as a whole. But what are we to do when physical analysis is impossible? The idea of a cube is not more complex than that of a lump of sugar. In the first case the teacher may proceed analytically, and the pupil synthetically; but in the second it is not easy to see how the accepted theory can be applied. It seems to us, therefore, that there is a limit beyond which this process cannot be applied. This will suffice to show that this method is partial in its application. All that can be said of it is that in some cases it is possible, and in others impossible.

In opposition to the received theory that the learner should proceed from parts to the whole, by a process of synthesis, we maintain that the very opposite theory is the universally true one, that the true order is from the whole to its parts, by a process of analysis.

In this discussion we shall assume two propositions, the truth of which is so generally admitted, that they may be regarded as axioms in educational science. The fundamental truth upon which all general methods must be founded, is the following: *The individual should be educated just as the race has been educated, historically; or, the genesis of knowledge in the individual should conform, in its general modes, to the genesis of knowledge in the race.*

This principle was first enunciated by COUSIN, and more recently by HERBERT SPENCER. The second truth is, that the true office of the teacher is to direct the development of the child according to the processes pointed out by nature. If these positions be well founded, it follows that we are first to interro-

gate nature as to the manner in which the race has received its development.

In nature there is nothing abstract. There is no part or organ except in combination, no quality which is not concrete, no law which is not embodied in phenomena. If, therefore, none of these things have an independent existence, how can they be first viewed in a state of separation? Did men have a conception of line, surface and angle, before they had an idea of a cube? Was the attention first drawn to calyx, petal and stamen, before the flower in its completeness had caught the eye? Which was prior, sweetness, or something sweet? Which first engaged the attention, the laws of falling bodies, or falling bodies themselves? Perhaps we ought to forbear, but we are tempted to ask one question more. Had Adam been previously instructed in the elementary sounds of human speech before he was able to converse with his helpmate? The law seems universal then, that in a natural process of observation the mind proceeds analytically, from the whole to its parts, from the concrete to the abstract, from phenomena to general laws. The schoolmaster must therefore be an innovator. He has either reversed nature's processes, or has invented better (?) ones.

If the above reasoning is correct, it follows that the teacher exercises his skill in selecting suitable objects for observation, presenting them at first as wholes, and then guiding the pupil in the path of an original investigation. In what has been said it has not been intended to undervalue the importance of a knowledge of elements. We only contend that the ordinary mode of gaining this knowledge is unnatural and needlessly difficult. In a future article an attempt will be made to show that the principle here advocated ought to be employed in other departments of study, and perhaps to make some applications of it to matters which have already been discussed in the TEACHER.

EDITOR'S DEPARTMENT.

THE renunciation of one error is said to be followed by the ascendency of a contrary one. Formerly, babies were fed with intellectual meat—young and old were served with pabulum of like consistency. We have in mind religious instruction in particular. Abstruse religious truths were presented to children in a very solid form. There was but little attempt to adapt matter or manner to the infant mind. But now, all is changed. Dilution is the universal law. Children must be nourished not even with milk, unless in a state of excessive dilution. This extreme is even worse than the other. In the first case, the ever developing reason will gradually assimilate the truth which at first could not be appropriated; while in the second the same development causes an ever widening disparity between the mental capacity and the proffered food. This attempt to simplify religious teaching frequently results in mere puerilities, and often in pure nonsense. It may be confidently affirmed that much of the current Sunday School literature is mere trash, fostering a taste for worthless reading, and effectually checking, not only mental growth, but religious culture. A corrupt literature always finds its fullest development in verse, and accordingly Sunday School songs exhibit the tendency spoken of, in an intensified degree. Below we give a specimen found in a late number of the *Sunday School Teacher.*

"Whenever you see a schoolboy
Who climbs the orchard fence,
Or sneaks around the corner
To steal the apple and quince,

"*Chorus*—Tell him to halt! tell him to halt
Whatever may be his fault;
Play up the little Captain,
The brave and gallant Captain,
And tell him to halt!
Halt! halt! halt!"

And this moralizing in verse was done by a LL. D. Of one thing, we think, we may safely boast, we have never published any poor poetry!

Some of our readers may possibly wish to draw up a brief code of rules for the government of a school. As a model for this purpose we copy the following, prepared by a school officer and sent to us by a correspondent. It is an exact reproduction of the original.

RULE 1ST. Punctuality of attendance & its Steady continuance must be enforced to its full extant by both Parents & Guardians & Teachers & Each Scholar must be at School at the Hour for commencing school both in the fore noon & after noon & nothing less than a full half days attendanc shall be Recorded.

RULE 2. The Books shall be used only those Priscribed by the Board of Trustees & no Teacher or Scholar shall use or cause to be used in or around the School House in or out of School Hours any Novel Paper or Book Other than those Prescribed by the School law.

RULE 3D. Morality in all its forms must be enforcd Improper conduct & Language to the Teachers or to fellow school mate or persons Traveling Running after teams & jumping on Sleyhs & Wagons is Strictly forbiden by the Board.

We are under great obligations to several of the County Superintendents for the aid they are giving to the TEACHER. The rapid increase in its circulation is largely due to the efforts of these gentlemen. Messrs. FORD, BALLOU, BRIGGS, PUTNAM, BATEMAN, MCLAUGHLIN, MARBLE, and others, have sent us large lists from their respective counties, and have rendered us valuable aid. Perhaps the mere fact of taking an educational Journal is of itself a thing of little consequence; yet it certainly indicates a great deal. Teachers are either zealous in their profession, eager to improve their methods and to reach a higher standard of excellence, and seeking occasions to keep fully abreast of the educational movements of the day, or they are indifferent to progress, self-opinionated, devoid of professional zeal, and wholly given over to old-fogyism. Teachers of the first class need little persuasion to induce them to read a Teacher's Journal. To all such, a monthly statement of what is going on among the teachers and schools of the State is a thing not to be dispensed with for a few shillings; while the discussion of educational topics, methods of instruction, etc., serves to quicken the energies and to awaken the spirit for improvement. The taking of an educational journal, therefore, indicates the

kind of spirit which teachers severally possess. Those who do not read such a journal do not want it, and they do not want it because they have no interest in the cause it advocates. A careful observation has shewn us that teachers who do not read some educational journal belong to one of two classes. Were we making a scientific classification we should probably call the first class the *ignobile vulgus*—the great mass of merely nominal teachers, who teach from necessity or convenience, whose only inspiration is the stipulated salary. The other class may be called the *genus superbum*. Here belong those, who, after years of exertion, have reached a prominent position, and have then relaxed all effort, feeling that they may now rest on their laurels. Along with their self-complacency is also mingled some feeling of contempt for those who are below them. Here also are those who have enjoyed special advantages, and have stepped at once into the first places. The impulse of such is to despise the means by which success is usually attained, and always made permanent. While we are grateful to the Superintendents who have thus aided us, we feel sure that they share, at least indirectly, in the benefits. Those who give their names for the TEACHER will be the most likely to teach successfully, not perhaps by reason of what they read, but because they possess a spirit which flames for improvement. Let us not be misunderstood. It will no doubt be said that many true teachers are unable to take such a journal. While we think this is extremely improbable, we admit that it may be so, and we will most cheerfully send the TEACHER to all such free of charge. We shall deem it an honor to be permitted to do good in such a way, and all Superintendents are hereby authorized to send us the names of all teachers who really wish to read the TEACHER, but are not able to buy it. We shall be very glad if all the Superintendents will try to extend the circulation of the TEACHER in their respective counties. Some have done nobly—others have done nothing. We think it is reasonable to expect that all should aid us in this matter, especially when the aid thus given to us is reflected upon the teacher and schools, of whose interests the Superintendents are the guardians.

The subject of Compulsory Education has been under discussion at almost every educational meeting of the past year, and

in the new constitutions of the Southern States clauses looking to this end have in a majority of instances been introduced. In Canada and England also the matter is receiving a large share of attention. There can be but little doubt that self-preservation demands of us early action in this direction. The number of children whom the criminal indifference of their parents allows to grow up in ignorance is appalling to those who believe that intelligence and good citizenship go hand in hand. There is scarcely a State of the Union but reports a large number of children who never attend any school, and when we add those who receive instruction during a mere fraction only of each year, we may well tremble in view of the possible results from the reception of this mass of ignorance into the body politic. Nor is this all. Much of the teaching received by those who do attend school is defective in character, and in many instances positively injurious. This is not the place for an extended discussion of the subject, yet we must record our conviction that the only remedy for this state of things is compulsory education. The limitation to which this remedy is subject, and the methods of its application, will be treated more at large in a future number of the TEACHER. Meanwhile we bespeak an earnest consideration of the matter from all thoughtful educators. If it is inexpedient to introduce any new legislation on the subject we may at least strive to make more effectual for good that which already exists. One reason for withholding children from school is the inability, or rather (to coin a word) *inawillity* of their parents to pay rate-bills. It is possible to remove this difficulty for a part of the year by rigidly carrying out that clause of our State Constitution which declares that the Legislature shall provide for the maintenance of a school free of charge for *at least three months in each year.* The new constitution extends this period to four months, and this is far short of what the necessities of the case demand. The different County Teachers' Associations can do much good by giving this matter a thorough discussion, and by bringing it to the attention of the Representatives from their districts. The infringement of the liberty of the individual, seemingly implied in compulsory education, is only apparent. It is not an *infringement of liberty* but a *restraint of license.*

PRACTICAL DEPARTMENT.

A METHOD OF SPELLING.

SEVERAL years since, at the suggestion and with the assistance of an enthusiastic teacher, I constructed a *spelling frame*, similar in plan to the card accompanying Mr. WEBB'S "Word Method," for use in our Grammar School. "Lower case" letters, of such size as to be seen easily over a large room, were pasted upon thin slips of wood, and, by sliding these into grooves in the frame, a lesson of from twenty to forty ordinary words could be set up. During certain divisions the lesson is exposed to view for study, but during the spelling division the frame is closed and the words pronounced by the teacher and written by the pupils in blank books, prepared for the purpose. These books are examined by the teachers with the assistance of pupils whose work has been perfect for a certain time. There is also oral spelling upon past lessons, and exercises in the meaning and use of words, and the whole is supplemented by such attention to new words in History, Arithmetic, Grammar, etc., as there may be time for in the regular divisions. I know no better method of spelling.

Why does not somebody make such frames for sale? They might be cheap and portable and yet large enough, if furnished with proper fonts of type, for teaching the elements of reading as well as spelling, abbreviations, and the elementary processes of Arithmetic. Questions for written examination could also be set up, problems assigned, mottoes, programmes, etc., displayed, and notices given and appointments made.

Why does not somebody make a numeral frame, supported upon a firm base, standing up three feet from the floor, and with the balls an inch and a half in diameter? It would be of great value in teaching number.

E. A. S.

To those who wish to conduct an examination for the purpose of testing a pupil's knowledge of the subject matter of a book, and not for the sake of showing off, or of concealing a pupil's ignorance, the following method may be found useful. Suppose the subject is Chemistry, write the name of each principal topic upon a slip of paper, and number these slips in the order in which they are to be recited. When they have been thoroughly mixed, distribute them to the members of the class, and require the topics to be recited in their order. This plan seems to secure perfect fairness, and, if persisted in, will be instrumental in securing sound scholarship. This is also an excellent way of conducting reviews.

In a recent number we made brief mention of the fact that we were conducting an experiment with a view to test the value of a frequent change in reading matter for children. The difficulty to be overcome was a lack of all interest in the reading lessons, occasioned by the frequent repetition of them by successive classes. The reading was therefore lifeless and unnatural. The experiment alluded to was tried in the B class in the First Primary Department; the average age of the pupils being seven years. The parents of these children were advised to buy the *Nursery* as a reading book. The matter was entirely voluntary, and it was expected that but few would feel willing to try the experiment. Thirty-three copies were first ordered, but the number has constantly increased till now there are fifty-six. The result so far has more than met the expectations formed of the plan. The change in reading matter each month acts as a perpetual stimulus, and the desire to read all the articles in each number occasion a rapid improvement. The success of this experiment is no doubt partially due the admirable selection of matter in the *Nursery*.

The existence of upper and under currents of air is usually shown by placing a lighted candle at the upper and lower part of a door alternately. A much simpler mode of illustration may be devised, dispensing with the candle altogether. Lower the upper sash and raise the lower one about four inches. To the upper part of the window casing, just opposite the opening, pin a narrow strip of paper and fasten a similar piece to the bottom of the lower sash. The paper attached to the window casing will be carried outward by the warm air, and that attached to the sash inward by the cold air.

It is advisable, whenever it is possible, to illustrate the statements of the text-book by some such simple experiments as this. To too many children the paragraphs of the lesson are but a form of words without any real signification. An anecdote is related of a little child, who, when a visible illustration of the earth's rotundity was given to her, remarked, "It is round like that!" And on being further questioned said, that she had learned it but never *knew* it before. It is much easier to reach the mind through the eye than through the ear.

Sometimes on a sultry day in summer or one of those oppressive days in winter which precede a storm, you have had great difficulty to keep your school quiet. Often it seemed almost impossible even to get the room quiet. At such times stop and stand still a moment; if they do not heed the simple standing quietly, take a card from your table, a penny from your pocket, and place the card on the end of your second finger and the penny upon it, then, with the other hand, quietly snap the card from under the penny, leaving it on the finger. By this time you will have a still room, and the attention of every one, then without a word proceed to your duties in a quiet way, using a low tone when necessary to speak.

Book Notices.

ANALYTICAL SCHOOL READERS. New York: *Mason Brothers.* Boston: *Mason & Hamlin.* Chicago: *Geo. & C. W. Sherwood.* 1867. First, Second and Third Readers, by RICHARD EDWARDS, L.L. D., President of the Illinois State Normal University, and J. RUSSELL WEBB, author of the Normal Readers and Word-Method; Fourth, Fifth and Sixth Readers, by RICHARD EDWARDS, L.L. D., President of the Illinois State Normal University.

The First Reader has 80 pages. Its general appearance makes it, just what children most desire, something attractive. The lessons are well graded, easy, written in simple style, printed in plain, bold type, and beautifully illustrated. Each lesson is complete in itself, and has the main thought well presented in the accompanying cut. The pencil of THOMAS NAST has, in its bold and spirited strokes, made pictures for this book that rank well with the art of England and Germany. They are not complicated and confused, but clear and open, just the thing for children. This book claims to be written upon the "Word Method" plan—yet the Alphabet is first and prominent. Is the "Word-Method" the true principle to teach upon? Why, then, bring in the Alphabet? This seems to us to look like trying to serve truth and pocket.

The Second Reader is a 16mo. book of 160 pages. Its lessons and illustrations equal, if not exceed, those of the first book. The same beautiful grading of lessons is observed. The new words of each lesson are placed at the head of the exercise, to be learned upon the Word-Method plan. We confess that we don't see the force of some portions of the Introduction. They surely cannot be meant for the pupil. A good teacher would not need, and a poor one would not heed them.

The Third Reader has 256 16mo. pages, with a few illustrations. Our first thought on opening the book was, "Would that the Introduction were where the Preface is"—nowhere. The first lesson in this book is the *Lord's Prayer*, which occupies about one-half page, appended to which is a page and four lines of questions upon it. To us it seems sacrilegious to thus treat the sacred words of our Savior, who, after condemning the hypocrites for their much speaking, said, "After this manner, therefore, pray ye: Our Father," etc. We trust that if this book ever sees another edition, this lesson will be changed or left out. In the main, the lessons of this book are better than we usually find in a Third Reader. They are better adapted to the work they are intended to perform. "School at Home" and several other lessons struck us as very fine. A little more margin to the pages of the book would improve its appearance. Aside from these faults, we consider the *Second* and *Third Readers* the best books of their kind we have met.

The Fourth Reader appears in 12mo. form, and has 264 pages. It is claimed that this book is for Intermediate and Grammar Schools, and is made to conform to the principles adopted in the *Analytical Series*, which are thought to have successfully stood the test of the school-room. We have carefully searched the Series, and are constrained to ask, what are "the principles of the Analytical Series?" Where and when have they "successfully stood the test of the school-room?" We think the Fourth Book very much like other Fourth Readers, save in the selections, which are so largely from "Our Young Folks" that it would be better, we think, to use that excellent periodical for a reading book instead.

The Fifth Book is a finely bound 12mo. volume of 360 pages. The selections are many of them the best that could be made, and all are good. Some of the lessons are analyzed to some length by questions. The Preface says: "The questions in the analyses, although somewhat minute, are yet by no means exhaustive." We differ; they are enough to exhaust the patience of a saint.

Sixth Book. This is similar in form and binding to the preceding, and numbers 454 pages. The selections are well enough. It claims, in common with the Fifth Book, to have less introductory matter than similar books of other series, but upon examining several works we cannot say that we see any difference. The book puts great stress upon its Phonic Analysis and Questions. The first piece is, *The Gray Old Man of the Mountain.* There are four stanzas, of nine lines each, occupying a trifle more than a page, to which are added six pages of explanations and questions, of which the following is a sample: "What is the 'opening' in the trees? How large an opening is it? Is it near the ground? Is it on the same side of the road with the post? Point to it. What time of the year is this? What part of the birch tree is green? What kind of birch trees are these? Color of bark? How large are they? How many feet high? Inches in circumference at the root? What is a 'mountain summit?' How far off is this one? Point to it in your picture. What is meant by towering high?" All these are upon two lines. But this is not the only selection that thus suffers. WEBSTER'S "Reply to HAYNE" fills a trifle more than two pages, and has nearly seven pages of questions. The "Trial of WARREN HASTINGS," not quite four pages long, has seven pages of questions. In looking over these lessons and others with long lists of questions, we thought, "Only a penny's worth of bread to such an intolerable amount of sack!" Such questions might do as a sample in the Introduction or the Appendix of the book, but, as it is, they are an insult to the true teacher, and worthless to the poor one. Their appearance says to the class, "Our teacher don't know enough to ask questions," and the pupils will say, "I don't believe he can answer all these himself.'

The last two books have each an Appendix devoted to explanatory and historical notes; a good feature. Of this series in general, we would say, "Give us the two heads instead of one," as in the first three books we find the greater merit, and if this series becomes popular at all, it will be by the worth of the primary books, and sooner if they were rid of the traits that so distinguish the higher numbers.

"*Putnam's*" for April is upon our table. Its contents are, "A paper on Paper," by SCHELE DE VERE; "Absolution," by GRACE GREENWOOD; "History and its Philosophy," by C. S. HENRY, D. D.; "A Visit to St. Albans, N. Y.," by J. A. SPENCER, D. D.; Part II. of "Princess Vareda." WIRT SIKES writes a touching article upon Life "among Poor Girls" in Cities. "Life in Great Cities" is continued by an article upon Yeddo. "The Pope and the Temporal Sovereignty" comes from the pen of JOHN S. C. ABBOTT. Chapters 7th and 8th of the story "Too true" appear in this number. DUYCKINCK has "A Peep into New Netherlands two hundred years ago." Mrs. R. H. STODARD gives "Accidents will happen." "Resumption" is quietly but well treated by E. S. GOULD. LUCY FOUNTAIN replies to the "Sermon of Mr. Thom. White." An account is given of "HENRY WARD BEECHER," with a portrait. The usual Monthly Chronicle closes the number, which, as a whole, is equal, if not superior, to the March and February numbers.

Published by PUTNAM & SON, Broadway, New York.

THE ART OF ENGLISH COMPOSITION. By HENRY N. DAY. New York: *Charles Scribner & Co.* 1868.

THE ART OF DISCOURSE. By HENRY N. DAY. New York: *Charles Scribner & Co.* 1868.

We have repeatedly advocated in these pages the view that it is an error to consider the study of Grammar as exhausting the attention which should be given to the English Language. Grammar, as commonly presented, consists of an analysis of language into its elements, and the arrangement of these elements into classes. The pupil is conceived to be master of the science when he can take a sentence to pieces and assign each word to its proper class. That this view is narrow and incomplete there can be little doubt. The English Language is an organism with a marked individuality, and having laws of growth as well as of structure. Taking language to pieces and classifying its elements is merely an investigation of its structure, and to stop with this is to leave the work half done. A knowledge of the structure of our language finds its proper complement in the study of its history and of the laws of its growth. Hence the importance of studying the History of English Literature in the various periods of its existence, and the educational value of such manuals as SHAW'S English Literature and CRAIK'S English of SHAKESPEARE. Nor can the grammatical analysis of English be said to give a thorough knowledge of its structure. Just as the chemist crowns the analysis of a compound by its synthesis from the original elements, so should it be with the student of English. He should build as well as take to pieces. The student has spent his time to but little purpose if the total result is merely the ability to explain the structure of a given sentence. The power to construct a sentence as the expression of a given thought is of far greater value. This is the leading thought of the works named above. Prof. DAY rightly considers, "the thought that is to be expressed in language as the ruling element in discourse, —— its organic, originating, and determining principle," and that "the forms of thought must be known before the forms of

language, in which they are to be embodied, can be known." There is a Logic of Speech as well as a Logic of Thought, and the former has its foundation in the latter. These books of Prof. DAY appear well adapted to give the student a thorough mastery in the expression of thought, and we hope to see them largely adopted by the higher classes of our Union Schools.

THE READABLE DICTIONARY. By JOHN WILLIAMS, A. M. New York: *A. S. Barnes & Co.* Lansing: *Wesley Emery*, Agent.

The plan of this work is, we believe, new, and the book itself likely to prove very useful. The author takes some leading word, such as "Light," and collects around it all related words. One service, at least, that such a book will do, is to lead students to an exacter weighing of the force of words and nicer discrimination of their shades of meaning. An example will perhaps best give a clear idea of the nature of the work. Under "Color" we have first the *Theory of Colors*, and then definitions of Prismatic Colors, Hue, Shade, Cast, Tinge, Tincture, Tint. After this come the designations of Color. Under "White," for instance, we find Candeo to be white, and following this its derivations, such as Candy, Candor, Candidate, etc. There are appendices, containing Lists of Foreign Terms; a Table of Abbreviations and an Alphabetical List of Latin and Greek Roots, with Derivatives.

A SUMMARY OF ENGLISH AND OF FRENCH HISTORY. New York: *A. S. Barnes & Co.* Lansing: *Wesley Emery*, Agent.

This is an unpretending but useful little book, the work of a lady, teaching in Packer Collegiate Institute. In thirty-three pages it gives a compact but clear statement of the leading events of English and French History. We commend the work to the attention of teachers.

Similar in character to the *North American*, and certainly not inferior in general ability, is the *New Englander*, edited by Professors FISHER and DWIGHT, of Yale College, and W. L. KINGSLEY. It numbers among its contributors Professor W. D. WHITNEY, President WOOLSEY, Dr. BACON, Prof. HOPPIN, and Prof. D. C. GILMAN. Two articles by the last named writer, in the October and January numbers, respectively, have an especial educational interest. The first is entitled, "New Phases of the School Question in Connecticut," and is written in view of the action of the Legislature, closing the Normal School. Professor GILMAN attributes the present reactionary spirit in his State to the fact that while there is large emigration of the true New England element, there is also a larger influx of foreigners more or less ignorant; to the division of interests ensuing from the existence of two capitals; and to the opposition of various persons, whose objections are classed under the heads of Theological, Financial, Historical, Aristocratic, and Philosophical. The persons making these objections are characterized as grumbling tax-payers, needy gentle-folks, disappointed place-men, ecclesiastical bigots, and selfish teachers of private schools. Professor GILMAN considers the present aspect of the school question as "disturbed, controversial and pugnacious," and yet, at the same time, "eminently hopeful." The essay will well repay perusal.

The second article appears in the January number, and discusses the question, "What sort of Schools ought the State to keep?" Our space forbids anything like a full account of this excellent paper, and we must content ourselves with stating that it defends conclusively the right of the State to provide for the highest education of all its citizens at the cost of all.

In addition to Prof. GILMAN'S article, the January number contains others upon "American and European Systems of Deaf Mute Instruction," by E. M. GALLAUDET; "Curious Coincidences Respecting Slavery," by EDWARD BUCK; "Meteoric Astronomy," by Prof. C. S. LYMAN; and an account of the "JARVES Collection in the Yale School of the Fine Arts," by Professor GILMAN.

The *New Englander* is issued in January, April, July and October. at $4.00 a year, single copies $1.00. The publisher is WILLIAM L. KINGSLEY, New Haven, Conn., who may be addressed by any desiring to subscribe.

THE CHEMICAL NEWS AND JOURNAL OF PHYSICAL SCIENCE enters upon its second volume with the January number. In the March number is commenced the publication of the Six Lectures on Heat and Cold, delivered by Prof. TYNDALL to an audience of boys in the Royal Institution, London. So far they are models of simple statement and ingenious experiments. Among other valuable matter the Chemical News gives a summary of the progress of science abroad.

The principal papers in LIPPINCOTT'S MAGAZINE for April are: Dallas Galbraith, Correlation of Forces, The Situation in Europe, Common Schools of New Jersey, Excise Taxes on Manufactures, and, From the Bridge of Sighs. Of these the best are LOUIS BLANC'S Situation in Europe; Hon. AMASA WALKER'S Paper on Taxes; and Mrs. JULIA WARD HOWE'S Bridge of Sighs. This magazine promises to take a high rank among its cotemporaries.

The IONIA COUNTY STUDENT is the name of a little sheet published at Ionia, Mich., by C. W. BICKNELL. The first number promises well, and we wish the enterprise every success.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

NORMAL SCHOOL COMMENCEMENT.

THE examinations of a most successful term began on Monday, March 2d. The term opened full, and continued full in numbers and full of interest until its close. The examinations showed that earnest work had been done by teachers and students. As usual, the exercises were largely attended by visitors from the city and abroad. The Experimental Department held its examinations the week previous, which exercises showed the healthful state of the school and the high appreciation in which it stands with the citizens patronizing it.

The Normal classes finished their class recitations on Wednesday noon, at which time those receiving the *Training Certificate* came to desk in the Chapel, and received the evidence of faithful study and rigid examination in the required studies. Such persons are well worthy of, and should receive the Second Grade County Certificate from the County Superintendents without further examination.

On Tuesday evening, Rev. Dr. PITKIN, Rector of St. Paul's Church, Detroit, lectured before the Normal Lyceum at Union Hall. His topic was, "The Literature of Japan." Dr. PITKIN'S travels and life among the Japanese have made him familiar with his theme. Familiarity with his subject, command of language and ease of delivery give the Dr. a high position as a lecturer.

On Thursday, March 5th, was the commencement proper, consisting of the exercises of the Graduating Class. At an early hour the Chapel was crowded to overflowing. At 9 o'clock A. M. the exercises began. The following was the programme of the day:

Hymn—"Come ye that love the Lord,".....Lambilotte.

Prayer by Rev. Mr. Hewitt.

Anthem—"God is our Refuge,".....B. F. Baker.
Wings,.....Francis E. Bacon, Ypsilanti.
Crystals, ...Lucy J. Fisher, Coldwater.
Theorem First, ...Lizzie C. Gardiner, Dexter.
Teaching,.....F. W. Dunlap, Mitchell, Iowa.
Anthem—"I will wash my hands in Innocency,".....Chappel.
A Nursery Rhyme,.....Lydia C. Hopkins, White Lake.
Things of Beauty,.....Anna LeBaron, Saline.
Radicals,.....Mary J. Mellville, Sherman.
Our Mission,.....W. H. Palmer, Ypsilanti.

Quartette—"The Bridge of Sighs,".....Hutchinson
Every Day Thought,.....S. Eliza Phillips, Ypsilanti.
Advancement,.....Alice Smith, Novi.
The Grammar of Life,.....Emma Smith, Novi.
Glee—"The Whippoorwill,".....B. F. Baker.
Shamocracy,.....J. D. Trumbull, Chelsea.
Unseen Agencies,.....Lottie A. White, Coldwater.
Patient Continuance,.....Belle Widner, Wyandotte.
Solo and Chorus—"Inflammatus,".....From Rossini's *Stabat Mater*.

We would speak at length of the efforts of the class, but time and space forbid. Suffice it to say that while all did well, many, especially of the ladies, did great credit to themselves and the school.

At the close of the last piece of music, the Principal, Prof. D. P. Mayhew, made a brief address to the class in his usual happy style. He charged them, as did a father of old his son about to leave the paternal roof —"not to forget God." This was the summing up of his advice, and contained all. He then presented them with their well earned Diplomas, after which the audience was dismissed. Another Normal year has gone, and another addition been made to the list of qualified teachers of our State.

The summer term opened on Tuesday, March 17th, with promises of a successful term. Over sixty new pupils entered the school, and there are very nearly as many in attendance as last term, something unusual in the summer term. The Model or Experimental School opened on Thursday, the 19th, with seats filled with pupils, indicative of a fuller school than the past one.

STATE TEACHERS' INSTITUTES.

The first of these Institutes was held at Paw Paw, and was opened on Monday, March 23d, by the State Superintendent, assisted by Prof. C. F. R. BELLOWS, of the State Normal School, and others. Considerable interest was manifested, and upwards of sixty teachers were in attendance.

The other State Institutes are to be held as follows: At Marshall, March 30th; Chelsea, March 30th; Otsego, April 6th; Hillsdale, April 18th; Muskegon, April 27th; and Newaygo, May 4th. Each Institute is to begin at 1 P. M. on the day mentioned, and to continue five days.

UNIVERSITY.

The Junior Exhibition of the University was held Tuesday evening, March 24th, at the Methodist Church, which was crowded to its utmost capacity.

In point of merit the exhibition was fully equal to those of former years, while there has been a marked improvement in the manner of the speakers, as well as more confidence in themselves, and an absence of anything like embarrassment on account of an imperfect commitment of their orations. In this respect the exhibition was far better than some of former years.

The following is the programme:

"Where?".....Colman Bancroft, Elton, N. Y.
"The Uses of Wit,".....Henry Allen Chaney, Detroit.

"It Might Have Been,".....William Johnson Darby, Princeton, Ky.
"Individuality,".....Joseph Miles Gelston, Ann Arbor.
"The People without a History,".Nathan Lewis Guthrie, Conneaut, O.
"Critics and Criticism,".....Francis M. Hamilton, Fort Wayne, Ind.
"Expatriation,".....Samuel Hayes, Jr., Freeport, Ill.
"Public Opinion,".....John Eugene Hinman, Hannibal, N. Y.
"The National Novel,".....William Corwin Johns, Decatur, Ill.
"Men and Coats,".....Marmaduke Burnell Kellogg, Constantine.
"Three Famous State Papers,"....Theodore F. Kerr, Lodi.
"The Engineering Profession,"...Albert Alonzo Robinson, Fulton, Wis.
"The Coming Elections,".....Horace Greeley Snover, Romeo.

A burlesque programme of the exhibition was very extensively circulated through the city on Sunday night, which was too filthy and scandalous to be distributed by daylight. The authors evidently chose darkness rather than light, because their deeds were evil. No person with the least particle of common decency or self-respect could have been engaged in the affair, and it is a disgrace to the University that such persons have a place in any of the classes.

In olden time the burlesques were witty and satirical, but not objectionable, and were often distributed through the audience with the regular programme. For a few years past they have degenerated into vulgarity until the lowest depth of meanness has been reached.—(*Daily Post.*)

On Wednesday at 1 P. M. was held the eight annual commencement of the Medical Department. After the usual exercises of prayer and music, the degree of Doctor of Medicine was conferred upon 76 persons. President HAVEN then addressed the Graduating class. His subject was the "Duties of the Medical Profession."

At 2 P. M. the ninth annual commencement of the Law Department took place. Diplomas for the degree of Bachelor of Laws were conferred upon 159 persons, graduates of the present term. President HAVEN also delivered the graduating address to this class. Both of the efforts of Dr. HAVEN were concise, but bore a burden of close thought and valuable advice.

The Board of Regents, in session during a portion of the week, voted appropriations for the benefit of the Observatory, Library and Museum. An addition is to be built to the Laboratory, which will cost $2,000.

CHAS. A. KENT was appointed Fletcher Professor of Law, *vice* Professor ASHLEY POND, resigned. The salaries of all Professors who have labored fourteen continuous years in the University, will hereafter be $2,000 per annum. An addition of $500 was voted to be made to the salary of the President. The Regents resolved to accept the aid proffered by the act of the Legislature, approved March 15th, 1867, and will proceed to establish a School of Homœopathy, in accordance with the conditions of said act.

COUNTY INSTITUTES.

Many of the County Superintendents have announced Institutes. We have noticed the following: Union Institute of Berrien, Van Buren and Allegan Counties, at South Haven, is changed from March 31st to May 2d.

Cass County, at Union Corners, April 7th and 8th. Genesee County is to have one—time and place not yet announced. Kalamazoo County is to have several. Macomb County is to have four Institutes—at Mt. Clemens, commencing March 30th; at Armada Village, commencing April 2d; at Utica, commencing April 8th; and at Romeo, commencing April 13th. Each of these will continue three days.

Barry County is to have four Institutes of three days each, as follows: Middleville, April 7th; Hastings, April 14th; Prairieville, April 21st; and Nashville, April 28th.

Other Counties will doubtless have Institutes, but we have no notice of them. These meetings will do a good work for the teachers, and result in good to the schools. We hope to publish quite full reports from these Institutes. Superintendents, please forward items.

COUNTY TEACHERS' ASSOCIATIONS

The Lenawee County Teachers' Association met March 9th, at 2 P. M., in one of the rooms of the Adrian College. Quite a respectable number were present, considering the rainy weather. After some miscellaneous business, there was an interesting discussion upon the best methods of governing a school. In the evening, Prof. McKeever, of Adrian College, delivered a very interesting and profitable lecture on the Course of Study that should be pursued in Common Schools. On Tuesday, short lectures on various topics were given by the County Superintendent, and Profs. Laurie and McKeever. Prof. Laurie's lecture was on Primary Teaching, and was both good and entertaining. A programme of exercises was prepared for the next meeting. In the evening another discussion was held upon "The best Methods of bringing out dull pupils, and creating an interest in study." The Association then adjourned, to meet at the call of the Executive Committee. As a whole, the exercises were interesting, and this first meeting a decided success.

CLINTON COUNTY.

Sup't Mudge publishes a very readable paper, called the *Clinton Educational Monthly*. It is devoted to the interests of the schools of the county. The March number has the Superintendent's Annual Report, one article on Grading Certificates, besides many items of local interest. The Sup't announces his intention of holding a Teachers' Institute at Maple Rapids, to begin March 16th. Normal Instruction will be given in the usual branches. Assistance will be given by Miss Rott, J. Russell Webb, and others.

GRAND TRAVERSE COUNTY.

This county, of which H. P. Blake is the Superintendent of Schools, has forty organized school districts, but a part of which have school houses or schools. The schools, like the settlements, are new and small, and they are often too poor to hire and pay for competent teachers, and so have employed those who could read, write and cipher a little. Better times and schools are expected. There are some good schools in the county. Traverse City has a good school, averaging 100 pupils, in charge of three teachers, of

which Sup't H. P. BLAKE is Principal. They are to build a new Union school building next season that will compare favorably with any in the State. The townships of Whitewater and Benzonia have some fine schools.

HURON COUNTY.

There are thirty-three districts in this county, which, under the care of C. B. COTTRELL, are having better schools than before, proving the success of the system in the new counties. The report of Sup't COTTRELL to the department gives the general statement of matters in the greater portion of the newer districts.

KALAMAZOO COUNTY.

The *School Journal* of this county for March is at hand. It is filled with good things for the teachers, counsel for school officers and items of interest for every one. The subject of School Libraries is receiving some attention in this county, and by the aid of Sup't PUTNAM a new impetus will be given to this "Educating Force," and in the right direction. A column of the above paper is wisely devoted to the subject of Director's reports. Another has a list of the teachers of the county. Notes on schools and school houses show many valuable items. Such a paper should be published in every county. We clip the following report of Kalamazoo Public Schools for the Term of Sixteen Weeks, from Sept. 2d to December 20th, 1867:

"Whole number enrolled, 1,646; average attendance, 1,168.4; days lost by absence per scholar, 6.9; number of tardinesses per scholar, .5.

"Of the above 106 were non-resident scholars in the Intermediate, Grammar School and High School Grades. The grades below these being so full of resident pupils, foreign scholars are not admitted to them. We have been obliged to turn away probably about fifty applicants for admission for these grades; and yet the primary grades have been full to overflowing, so that it has been necessary to open two new rooms since the commencement of the school year."

This school is under the superintendence of Prof. E. A. FRAZER, to whose ability and energy the growing interest and continued success of the school is due. Prof. R. H. TRIPP is Principal of the High School.; HELEN M. SHEPHERD, Preceptress; A. RUDOLPH BRETZEL, German and French teacher; and MARY GESTON, teacher of Mathematics. In addition to the above, twenty-five teachers are employed in the various other departments.

GALESBURG.—The school of this village is in charge of FRANK O EVERS, assisted by FRANCES S. GOULD, ALMIRA BROWN, and A. S. HIGGINS. The number of pupils in attendance is 224. The school house is in sad repair, but it will be replaced by a new one, soon, at a cost of $10,000.

ST. CLAIR COUNTY.

Superintendent CLARK of this county publishes a report of the schools of his county, which he circulates in pamphlet form among the officers and parents. The report contains many valuable items. The 142 districts have 145 school houses. 130 of said school houses, outside of the villages, are

reported worth $33,075.60; one-half of the number are worth $200.00 or less. Only four are valued at $1,000 or more. The condition of these houses is similar to those of other counties. There are four Union Schools in the county, Port Huron, St. Clair City, Marine and Algonac.

Examination of teachers in this county, as elsewhere, have discovered some original spelling and rather queer grammar. The Sup't insists upon a high standard for a certificate, and this will raise the standard of the schools. The subjects of Text Books and Library are well treated, and, if heeded, will bring success to the schools of the county in securing the true object of their establishment.

MARINE CITY.—The friends of education in this place are feeling gratified and encouraged over the success of the Union or graded school system, which has been organized here this winter. It has given entire satisfaction, so much so that the people could not be induced to return to the old district system. For the last ten years efforts have been made to organize a Union School in the village, but up to last fall it was always defeated, and only through the unceasing efforts of the friends of free schools was it adopted at the last annual school meeting. After it was fairly carried its opponents attempted to defeat it by a resort to legal technicalities, but finally gave it up as a fruitless undertaking, as it certainly was, for its friends had resolved to "see the school through," cost what it might. The following are the school officers: Dr. L. B. PARKER, Director; N. S. BOYNTON, Moderator; C. A. BLOOD, Assessor; V. A. SAPH, D. LESTER and GEO. LANGELL, Trustees.

ALGONAC has just formed her school, but is getting into good working order.

MISCELLANEOUS.

PERSONAL. The Allegan *Journal* records the death in that village, on the 13th inst., of Hon. JOHN R. KELLOGG, who had been for 32 years a resident of Allegan, and was very well known throughout the State. During his life he occupied many prominent offices in the county and State, having been elected to the Legislature at an early day, and holding for several years the office of Associate Judge of the Circuit Court. He was also for some time a member of the State Board of Education. As a citizen of Allegan he did much to promote its material interests, and his death is much regretted in that section.

BURR OAK.—The building for the new Union School House for this place has been postponed for the present. Mr. WALLACE is succeeding finely in the school.

LESLIE.—The job of building a new school-house has been let to Messrs. W. H. RICE, of this place, and CROSSMAN and WOODHOUSE of Dansville. It is to be built for $1,195, and finished ready for school by the 1st day of November next.

SOUTH HAVEN.—The monthly report of the school shows 195 enrolled; average number belonging, 160; average attendance, 126; average tardiness, 4,2; per cent. of attendance, 77; of tardiness, 3,1; number belonging at date, 159; number of visitors, 22.

MATTERS ABROAD.

AMERICAN.

KANSAS.—The State Teachers' Association held a special meeting at Topeka, January 30th. A report upon revision of the school laws was presented. The question of Uniformity of Text Books was discussed at length. Prof. L. B. KELLOGG delivered an address in the evening upon the "Degeneracy and Regeneracy of Politics."

RHODE ISLAND.—The Institute of Instruction held its twenty-fifth annual meeting in Providence, on January 24th and 25th. The principal papers and lectures were on "Our Educational Wants," by THOS. L. ANGELL; "How to Teach Language to Children," by Prof. S. S. GREENE; "Symmetrical Culture," by Rev. J. T. EDWARDS; "MILTON as a Teacher," by Col. H. B. SPRAGUE; "Relation of the Teacher to the Pupil," by J. H. TENNEY.

NEW YORK.—The majority of the Assembly Committee on Public Education have reported in favor of removing Genesee College from Lima to Syracuse. It is said that the change was advocated by twenty-three of the twenty-five trustees, by the entire Faculty of the College, and by a large majority of the alumni. The measure will meet with opposition, but appears likely to pass.

INDIANA.—Prof. BARNABAS C. HOBBS, President of Earlham College, has been nominated for the State Superintendency of Public Instruction. The Democratic nominee is Rev. JOHN R. PHILLIPS, Principal of the Washington public schools.

ILLINOIS.—The Industrial University was opened on Wednesday, March 11th. An address was made by Hon. S. W. MOULTON, President of the State Board of Education. Letters were read from Gov. OGLESBY, Senator YATES, Gen. LOGAN, and Messrs. CULLOM, RAUM and MARSHALL. Hon. NEWTON BATEMAN followed, after which Gen. S. A. HURBURT delivered the insignia of office to the Regent with appropriate remarks. The exercises closed with the inaugural of the Regent, Dr. J. M. GREGORY. The University opens with an attendance of 70 students.

IOWA.—The report of the State Superintendent gives 1,572 males and 1,424 females, as the number of teachers employed in 1867. The average compensation of male teachers per week was $8.97, of female teachers $6.16. There were 6,168 sub districts and 1,321 districts. Schools were taught for 315,948 days in summer, and for 332,732 in winter. The average cost of tuition per pupil was $0.34½.

The Michigan Teacher.

Vol. III.—YPSILANTI, MAY, 1868.—No. 5.

Should Instruction begin with the Elements?

II.

AN attempt was made in a previous article to show that it was not in accordance with a natural method of instruction to begin with the *elements*. On the contrary, it is maintained that the attention ought first to be directed to the *whole*, not because the elements are of no importance, but that they may be the more easily and perfectly understood after they have been known in the concrete. It is to be kept in mind that these elements, of whatever kind, be they physical or metaphysical, are essential abstractions; and that in nature nothing exists in the abstract. If these things are true, it is impossible to see how the genesis of knowledge can be from parts to the whole.

When it is claimed that a new method is better than another which has the sanction of long usage, it is very natural to inquire, Has not the old way served a good purpose? If it is essentially wrong, why has not uniform failure condemned it? Man, considered mentally or physically, has a most wonderful recuperative energy. He has the power of turning defeat into victory, poison into sustenance, the most unpropitious surroundings into occasions for self-exaltation. Poverty, and the deprivations it entails, is not in the nature of things more conducive to a true intellectual culture than affluence with its thousand advantages; yet we very often see the children of poverty cultiva-

Entered according to Act of Congress in the year 1867, by Payne, Whitney & Goodison, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan

ted and respectable, and those of wealth ignorant and degraded. From this it would not be safe to argue that the secret of scholarship is in the light of a pineknot, or that libraries and schools are rather a hindrance than an advantage. When it is urged that generations of pupils have learned to read or to do any other thing in the old way, and that therefore it is good enough, we rejoin that palatable bread has been made from grain roasted in the fire and then broken with stones (*torrere * * flammis et frangere saxo*), and that, *therefore*, improved methods of making bread are unnecessary. In the matter now under consideration it should be conceded that improvement is still possible, and that the common purpose of all should be to so interrogate nature that our methods may correspond with hers.

One of the most obvious applications of the principle for which we are contending is in teaching children to read. The old method begins with letters, and proceeds synthetically—the new with words and proceeds analytically first, and afterwards both analytically and synthetically. We believe the first to be the complete antithesis of the true method, but still grant that whole generations of pupils have learned, and may still learn in the old way. Trees will grow when planted with the tops in the earth and the roots in the air; yet had trees the ability to express an opinion they would doubtless choose a different position. We have no desire to enter into a new discussion of the merits of the *Word Method*, but we will briefly notice some fancied objections which are urged against it.

A writer in the Minnesota *Teacher* urges two objections to the Word Method. The first is that each word in the language must be learned as the first few are—without reference to the letters which compose them. He says: "The difficulty of acquiring the forty or fifty thousand words of which the language is composed, each as a separate act of the memory, can hardly be overstated. It would tax the strongest intellect for a large part of the years usually allotted to school life." It may be temerity even to attempt to meet so formidable an argument; but we beg the privilege of making three observations on this matter.

1st. "The forty or fifty thousand words" of our *spoken* language, if learned at all, are each learned by "a separate act of

the memory." If this causes no insurmountable difficulty even in "the case of those who have not the strongest intellect," why should it be thought such a hopeless task to learn the words of our *written* language in the same way? The universal mode of learning spoken language is by the "Word Method," pure and simple. What is there in the nature of things which makes it necessary to follow an opposite method in learning written language?

2d. No one has occasion to learn "the forty or fifty thousand words of which the language is composed." The number of words used by the best writers and speakers does not exceed ten thousand—in most cases it is not above three thousand.

3d. The "Word Method" does not propose to teach "the forty or fifty thousand words of which the language is composed," or even five hundred of them, by "a separate act of the memory." The advocates of the "Word Method" have never maintained, theoretically or practically, any such position. In most cases not more than one hundred words are learned "as a separate act of the memory." In fact it is only in the *commencement* of the art of reading that this method is peculiar. So soon as the letters are learned, as they will be, with scarcely any effort, in half the time necessary under the old system, the pupil learns new words by observing their elements. It is not a little singular that the opponents of the "Word Method" persist in urging an objection which never had an existence, save in their own imaginations.

The second objection noticed in the article referred to is that the new method "ignores spelling." This is also a gratuitous assumption. Spelling is just as rigorously insisted on as under the old system, and a trial will show that in schools where the "Word Method" has been properly employed the spelling is at least as good as in schools where the other plan is pursued.

Opposed to the old plan of teaching arithmetic wholly by rule is the attempt to begin mathematical instruction by teaching principles. This exclusive dependence upon rules was certainly very absurd, but not more so than the attempt to teach principles to children. Teaching by rule or principle is wise or unwise according to the advancement of the learner. It is right to teach children by rule and wrong to teach them by principle. Many

teachers in renouncing the old error have fallen into the opposite one. Because the old plan was fruitless, they make an unwarrantable use of the new one. Two considerations seem to lie at the root of this matter. In the first place, the practice of teaching children by principle pre-supposes that certain faculties of the mind are developed to an extent entirely out of proportion to the reality. The evident fact is that *observation* is the mental faculty chiefly employed in childhood. Why have teachers been so very slow in acting on this simple truth? Instead of aiding the child in making varied and accurate observations of facts, the teacher sets him at once to the work of reasoning. This is very much like requiring a mechanic to build a house before the necessary materials have been provided. In mathematics as in every branch of knowledge, the progress should be from fact to principle. Teach the child to *do* a given thing, and afterwards let him understand the *reason* involved.

For the sake of illustration, let us apply to Arithmetic a method suggested by this principle. The first instruction will be entirely in the concrete. Counting will be taught wholly by means of objects, such as balls, beans, marbles, etc. Adding will be the absolute putting together of objects, and then a counting of them in order to determine their sum. Subtraction will consist in taking away a definite number of objects from a greater number, and then a counting of the objects which remain. Multiplication and Division will be taught in a similar manner. In written Arithmetic the pupil should learn to write numbers with little reference to the *rationale* of the process; and Addition, Subtraction, Multiplication and Division should be performed by rule. The other processes should be taught, for the first time, in the same manner. When these elementary processes can be performed with great facility, the attention of the pupil should be gradually drawn to the philosophy of the matter. In this way, while each step in advance is made *empirically*, the ground already occupied is gradually fortified by a systematic mastery of the rationale of each process. We believe that very many teachers fall into one of two errors in teaching Arithmetic. The greater portion teach wholly by rule; while those who are better informed attempt to teach the subject philosophically to

children as well as adults. This error has its parallel in the matter of discipline (Vol. II, p. 255).

The teachers who insist so strongly upon a mastery of the rationale of each process in Arithmetic, will insist that Natural Philosophy should be taught in a similar way. It is asserted by such that the attention of the child should not be directed to phenomena, unless the causes are fully set forth. If it were possible to carry out this method to any considerable extent, some of the results would be very singular, to say the least. A rigid application of this mode of instruction would make it necessary to remove the child from all the possibilities of sensation, except when the teacher is present to trace each perception to its proper cause. No sight or sound should affect the mind unless the full explanation can accompany it. The schoolmaster's ideal may possibly be an improvement upon the actual state of things, but nature is a stubborn mistress and will not tolerate any general modifications of her plans. Children, and even men, can not avoid seeing things whose causes for a long time, and perhaps forever, may defy their keenest powers of comprehension. Both the world within and the world without are unfathomable mysteries. Nature permits us to behold the glories of the earth and of the heavens, but suffers us not to understand their causes. Shall the teacher imitate nature or shall he practice a directly opposite plan of his own?

What then should be the course of instruction in Natural Science? In the case of adults, the uniform method should be to begin with the systematic observation of facts. It is for the teacher to select suitable facts or experiments, and to direct the pupil both in observing and in forming conclusions. For a most satisfactory application of this method to Chemistry the reader is referred to HOFFMAN'S *Modern Chemistry*, a notice of which will be found in the TEACHER, vol. 1, page 288. For children, a graduated course of instruction might be arranged on the same plan. *Every science has its primary stage*, and when we devise a plan of scientific instruction for pupils of different grades, we are to inquire, "What is the first, and what the subsequent stages of progress as indicated by the natural evolution of human knowledge?" The obvious verdict of our common consciousness

("common sense") is that we first learn facts wholly independent of their causes, by simple observation. The next step is an attempt to trace phenomena to their causes, by a process of reasoning. What? and why? indicate the natural sequence in the genesis of knowledge. But the second of these stages is as truly progressive as the whole process. We attain to a knowledge of causes by a series of approximations. Specific facts are referred to a more general one, and this again is seen to be conditioned upon something still more remote. As our vision expands, we may see successive terms of that infinitely ascending series whose final term is lost in the infinite. These gradations in our knowledge of causality are in strict conformity with Nature's universal plan in which there are no violent transitions. If the teacher, therefore, is an interpreter of nature as well as his pupils' guide, he will not only follow the natural plan in general, but will observe its successive and mutually dependent gradations.

Without attempting to give any details, we will close this paper, already too long, by presenting a very general plan of instruction for a graded school. We will suppose the subject to be taught is Natural Philosophy. For the primary grade we would select a small number of the most simple, yet striking experiments in each department of the science. These should be performed as a regular part of the course of instruction, and in such a manner and at such a time as will make the most vivid impression upon the mind of the child, and, if necessary, they may be repeated till the *great facts* of the science stand out in bold relief. At this stage of progress there should not be one word of explanation voluntarily given by the teacher. In the next grade these experiments may be repeated in connection with a few others which illustrate the same fact. The great object should be to extend the pupils' acquaintance with phenomena *as a ground for subsequent inductions.* The *advance step* will be to form such a *grouping of facts* as will most safely lead to proper generalizations. In the next grade this grouping of facts may be extended, and the more obvious relations between certain phenomena may be explained, provided such explanations are to satisfy the felt wants of the pupil. Following this order of progression the pupil will experience a gradual unfolding of scientific truths, till, finally, he will know causes and general principles so far as the present advancement of science will allow.

THE AUTHORITY OF THE PAST IN THE MATTER OF EDUCATION.

A Paper read before the Michigan State Teachers' Association, Lansing, January 3, 1868,

BY H. L. WAYLAND,

Professor of Rhetoric and Logic in Kalamazoo College.

(Continued from the April number.)

In nature there is certainty; in philology, never. You recall the anecdote of the naturalist aroused at night by the apparition of the devil (arrayed with his conventional horns and cloven feet), who stood before the philosopher and said, "I have come to devour you." The philosopher examined his visitor for a moment, and replied, "H'm. Let me see. Horns. Cloven feet. Ruminant! Graminivorous! You can't do it!" The philosopher knew that he had a law of nature to fall back on. Alas for him, if the law had been attended by as many exceptions as the laws of the Greek accent.

It is worthy of inquiry whether the student of language is not liable to lose his confidence in general principles and his power of generalization. Indeed, how is it possible for the study of languages to exercise, in any great degree, the power of discovering and applying laws, when language confessedly has no absolute laws, but is the creature of usage, and often of accident, of fashion, and of caprice. HORACE recognized this fact.

> "Usus,
> Quem penes arbitrium est, et jus, et norma loquendi."

However unphilosophical, however absurd, any form of inflection, any pronunciation, any conjunction of words, it needs only to be widely adopted, and, straightway, it has become grammatical. The student of language cannot affirm that in examining grammatical forms and verbal significations, he is in quest of necessary, essential truth, of facts which have a basis in the constitution of the universe, and in the character of God. it is *accidental* truth alone which rewards his search.

Again, which class of studies cultivates in the higher degree the power of independent investigation?

In the pursuit of the physical sciences, the student, if asked how he knows this or that fact, can answer: "these eyes saw it; these hands felt it; this olfactory nerve experienced it." We

ask the student of the classic tongues, "Do you know this fact? How do you ascertain that meaning? How do you account for that construction?" He answers, "I found it in HADLEY, or HARKNESS, LIDDELL and SCOTT, or ANDREWS." The result is made to his hand. The chance for independent investigation is small, indeed. But he who observes caddis flies, or plants, or gases, or strata, and derives from his own observation a law (though in itself of slight importance), has taken a step in the career of a philosopher.

A similar remark may be made as to the pursuit of ancient history, which may be considered as a branch of classical study. The student of modern history goes to original sources; to CLARENDON and the State Paper Office; to the *Moniteur* and the Dispatches of WELLINGTON; to the Proclamations of LINCOLN and the General Orders of GRANT. The study of history, thus pursued, must needs be profitable.

But, leave out NIEBUHR, and GROTE, and half a dozen professed historians, and who dreams of going to original sources, or of forming an independent judgment in ancient history?

One of the most powerful motive forces of the human mind is the passion for being a *discoverer*. It is the hope of treading where no human foot has pressed, of beholding sights unrevealed hitherto to mortal man, that urged Sir JOHN FRANKLIN far toward the Pole, and led PARK and Dr. LIVINGSTON (thank God, we are not yet compelled to say the *late* Dr. LIVINGSTON) into the mysterious perils of Africa. From this hope of being a discoverer, the student of nature draws a perpetual inspiration. I pluck a flower and examine it. I know that I am the first whose eye has explored its penetralia. In a plant, in an animal, in a mineral, I may hope to find something absolutely new, to be a discoverer. But the student of the classic authors perpetually feels, "I am going over ground which has been trodden for a thousand years. There is not a word here that has not been made the theme of endless lucubrations, by men who knew vastly more about it than I do. There is not a shade of meaning that has not been urged, and combatted, and refuted, centuries before my remotest ancestor began to entertain the project of being born. It is only by putting into the text some meaning

never designed, and then digging it up, that I can get anything *new*. The very completeness and excellence of the dictionary and grammar that I use, attest the impossibility of educing any new thought."

That this should be so, is not unnatural. The classics are the thoughts of men. Their meaning we can measure and, in time, exhaust. The material universe is a thought of GOD, and partaking of his greatness, it presents ever fresh and unexplored fields of observation and study.

Again, the mind is enlarged by high moral aspirations and by worthy conceptions of Deity. "The fear of the Lord is the beginning of wisdom," and "to find out the knowledge of God," is the highest attainment of the human faculties. Let us examine the account at this point. On the one hand we have HORACE and TERENCE, celebrating the praises of love and of wine, and nightly supping neither with Mr. GOUGH nor with Mr. DELAVAN. We have HOMER delineating a set of Deities, drunken, bloody and lascivious, who, had they lived in our time, would have been sent, the gods to the State prison, and the goddesses to Blackwell's Island. We have the great classic Epic, which represents all heaven and earth as absorbed in the question whether Briseis shall be the mistress of Achilles or of Agamemnon.

Without entering into this branch of the subject, I think it sufficient to refer any person, wishing for more full information, to THOLUCK'S exhaustive essay on "The Nature and Moral Influence of Heathenism, especially among the Greeks and Romans;" (Bib. Repos. Vol's II. and III.)

It ought, indeed, in justice to the classics, to be remarked that their effect upon the morals of the student is vastly less injurious than might be feared. But the reason for the absence of this deleterious influence is perhaps but a moderate commendation of them as a branch of study. I once heard an anxious mother say to a teacher, "Sir, I should think that it would be very injurious to the morals of pupils to read these authors by whom paganism and idolatry, and debauchery and drunkenness are set forth in the most attractive guise." He replied, "Madame, you might think so, but really the young men understand so little of

what they read, and enter so little into the spirit of it, that I do not think it does them much harm." The defense is perhaps as good as that once set up by a deacon in Massachusetts. It was in the days when a large trade was carried on with the Indians in the North West. The good man had made up a lot of guns with the barrels made of *cast iron.* These he was sending to be bartered with the Indians for furs. "Deacon," remonstrated an acquaintance, "how could you do so? They will burst and blow the poor creatures into eternity." "Brother," answered the good man, "I took particular pains on that very point; I made them all without any touch-holes."

On the other hand, here is physiology in its various branches, revealing the proofs of a divinely wise benevolence, and attesting the declaration, "Are not two sparrows sold for a farthing? And not one of them is forgotten before God." We apply the microscope to the minute animal and the tiny leaf, and we learn, in the words of CHALMERS, "that, with a mind to comprehend the *whole* in the vast compass of its generality, the Creator has also a mind to concentrate a close and a separate attention on each and on all of its particulars; and that the same God, who sends forth an upholding influence among the orbs and the movements of astronomy, can fill the recesses of every single atom with the intimacy of His presence, and travel, in all the greatness of His unimpaired attitudes, upon every spot and corner of the universe He has formed." And geology, uncovering the strata inscribed with the history of former cycles, echoes the anthem, "Even from everlasting to everlasting thou art God."

Let us again consider the *duration* and progress of the culture respectively imparted by the two classes of studies. I think I do not exaggerate in saying that the study of the classics is not attractive to the vast body of young persons. They may pursue them with a conscientious diligence, though indeed it is quite as likely that they will shirk the study, will resort to translations, and will not only rob themselves of such benefits as the classics might impart, but will foster habits of indolence, neglect and dishonesty. But suppose that the student, without a particle of pleasure, yet, at the impulse of duty, performs his task. In time it ceases to be a duty. What then? Does he continue the study

all his life? Sir WM. HAMILTON cites the remark of PLATO, "No study that is *forced* in the school is ever voluntarily cultivated in life." Take our students who really stand well in the classics during their preparatory and college studies. How many of them carry forward the culture, whatever it be, which the classics confer? The factitious circumstances, which awakened in the student a semblance of enthusiasm, or at least which ensured his faithful attention to these studies, have passed away. Nothing in the actual world encourages or exercises his classical attainments. He does not advance. He recedes.

The culture imparted by *science*—when, save with life, does it end? Fascinating to the great body of pupils, its own attractions ensure it from neglect. And the whole outward world is an open book, on whose broad page the pupil may continually review and continue his studies. He takes up his newspaper; every column contains some allusion that exercises his recollection of the principles he has learned, and invites him to follow them into new applications. He travels. The rail over which he is flying is perhaps made of steel, and his mind is led to Bessmer's process. The coal, which transports his body, also carries his mind back to the era when it was a part of the primeval forest. Every cutting, through which the train is whirled, calls up his knowledge of geology. Each field, which he passes, affords a lesson on the classification of plants. As his children gather about him at night, they will not often say to him: "Dear father, pray explain to us all about the *nun ephelcusticon*, and the aorist infinitive," but very often will their eager lips ask: "How does the cow chew her cud; and what makes the snow; and how does the cricket chirp?" If he is a public speaker, he finds that his most effective illustrations are drawn from physical science or from some one of the ever varying aspects of nature. And whatever his calling, he will find that the most charming and useful *recreation* open to him, lies in cultivating an acquaintance with the woods, the fields, and their denizens.

Thus, urged toward the prosecution of his studies by inclination and necessity, and having perpetual opportunity of enlarging his attainments, the student may naturally be expected to pro-

secute through life the culture which was commenced by the pursuit of physical science.

It seems also proper to offer a word as to the influence exerted on the mind of the instructor. It is, I believe, established by universal experience that all mankind are as lazy as circumstances will permit. It is surely wise to provide as many safeguards as possible against this liability. The teacher of languages, let us suppose, has made himself master of the authors, or of the passages, that will be read during the course of a year. When the next year arrives, no change will have taken place in the authors, nor in the methods of interpretation. How natural will it be for him (*haud ignarus loquor*) to pursue the same round, year after year, deriving from the study, and, of course, conveying to the pupil the minimum of mental quickening.

The instructor in the natural sciences cannot stand still, without losing every semblance of self-respect and professional standing. With each year, the author, whom he mastered and taught, has become obsolete; TYNDALL, HOLTZ, AGASSIZ and LYELL have created the sciences anew, and the teacher must keep pace with these ceaseless advances of knowledge. His instructions can hardly fail to have some freshness, unless he consents to lose the respect of his pupils.

Shall we, then, exclude the classics from a course of liberal education? To prohibit the pursuit of them would be as unphilosophical and as unjust as it is to enforce it. There are many branches of inquiry which cannot be prosecuted without a knowledge of the ancient tongues. The Greek language, in particular, can never lose its claim upon the attention of those who are to interpret the New Testament to their fellow-men; and it is difficult to understand how any one, proposing to be a teacher of religion, can *voluntarily* forego the power of reading these oracles of God in the words in which they were originally written. At the same time, I incline to believe that a person will gain more knowledge of the New Testament from reading its own pages over and over, than from the perusal of the Greek classic authors.

The classics have their place in education. They constitute one branch of learning. But, assuredly, they are not all learning,

nor are they the preponderating part of it. The difficulty is that these studies, not content with what they might reasonably claim, have demanded perhaps a half of the entire period of the College course, beside a vast amount of preparatory labor. And the pursuit of them has long been made the condition, upon which alone access could be had to the advantages of a liberal culture. The attitude of the intelligent friend of education toward these studies is similar to that which the United States holds toward those who have long been the ruling class at the South. The nation says to them: "We will rob you of none of your rights, civil or political; but you can no longer enjoy your own rights and other people's rights beside. We do not degrade you, but we raise the long disfranchised to an equality with you before the law." And to the classical studies we may justly say, "Do not expect to hold perpetually the monopoly that you have long enjoyed. In the middle ages, all of human knowledge was locked up in Latin and Greek. The knowledge of these tongues was, of course, the key to these treasures. But a change has taken place. Science has been born; modern history has been created; and a literature, richer and more varied than the classic literature, has come into existence. These triumphs of human intellect cannot be counted out. We wish to do justice to *you;* but we wish also to do justice to other studies, long ignored or overridden. To you, as to them, we offer the opportunity to plead your cause at the bar of civilized and christianized man in the nineteenth century, and to abide by the decision."

Shall we then hesitate to say (if the non-utile studies are justly represented by the classics, and the useful by the physical sciences), that culture and discipline, adequate to the highest exercise of our powers, may be found in branches of knowledge, which are closely connected with the material welfare of man, as truly as in those which make no contribution to his well-being?

IV. But a single point remains to which I venture to ask your overtaxed attention. The College course, commencing with LIVY, XENOPHON, and Geometry, and ending, after a lapse of four years, with SOPHOCLES, Ethics, and Sir WM. HAMILTON, —this has been regarded as endowed, beyond all comparison,

with the authority and sanctity of antiquity. Here you have the real, essential oil of the Past. And, by the same token, its wisdom is unimpeachable. But, assuredly, we have a right to question it; we have a right to inquire whether the time allotted to the various branches of study is proportioned to their comparative importance, and whether any modification would render the course in a higher degree useful. And, even granting that the course is the best conceivable for certain cases, does it follow that any single fixed course can meet all wants?

Does not our College course lie open to criticism as lacking flexibility and power of adaptation? It has no adjustment to the wants of various localities. A College, planted amid an old and wealthy society, where indulgence in literary luxury is allowable (perhaps commendable), and a College that springs up amid prairies scarce vexed with the plow,—the founders of both these institutions seek to make them identical in kind.

There is no adaptation to the numberless varieties subsisting in human character and capacity. To each man, there is a destiny. If he be turned aside from it, he may achieve something, though much less than he might have done in the right path. But, quite as likely, failure and misery will attend him. The great lesson from the life of ROBERTSON, I think, is this, that to put a man in a calling for which nature did not design him, however excellent the calling, is to doom him to torture and slow death. And are there not as many educations as there are destinies? For all this no allowance is made by the College course.

Nor is there any adaptation to the age of pupils, and to the fact that studies suited to one period of life, may have become quite unsuited to another. A young man, twenty-five or thirty years of age, feels that he is called to the ministry, and desires to secure an education. He is possessed of fair natural talents, though unused to abstract and consecutive thought. He repairs to the nearest College. Here he is put on a bench with smart boys of fourteen, and is bidden to decline *penna*, and to enrich his mind with ÆSOP's fables. After a year or two, he is put into the Greek Lessons, and tries to understand the optative mood. But his mind has passed the period for this kind of study, if indeed he ever had a capacity for it. Study as hard as he may, he

finds himself outstripped by quick boys, ten years his juniors. Perhaps he ruins his health in vain attempts to do what is out of his power. Perhaps he keeps on from a sense of duty, weighed down with a mortifying sense of failure, from the paralyzing effects of which he never recovers. Perhaps, satisfied that his mind is deriving no benefit from all this, and alarmed at the "wilds immeasurably spread," stretching out before him, he either returns to the farm, or enters the ministry, with the endowments of common sense and piety, but with no aid from the schools.

Why should not the College say to him, "The time for the studies of boyhood has passed. To attempt to make a great linguist of you, would be idle. We shall aim to give you a competent knowledge of your own language and of the way to use it, of the natural sciences, and of mental and moral philosophy; we shall try to enable you to think consecutively, and to reason correctly, on abstract and moral subjects; and shall, in two or three years, prepare you for entering profitably on your theological studies."

To the young man designing to be a farmer, the College should say (I think), "We will not weary you with the drudgery of Latin and Greek, to be, in a year or two, utterly lost. We will teach you, so far as possible, the rudiments of chemistry, physiology, botany and geology, and their applications to your chosen calling; we will teach you your own language, so that you may be able to speak and write it with propriety and force, and may read and may enjoy the best books; we will teach you the principles of morality and of political economy, so that, as a man, as a citizen, as a legislator, as a magistrate, you may discharge your duties with intelligent integrity and patriotism."

With a similar flexibility, I apprehend that the College should adapt itself to the ever varying wants of every human being.

To all that has been suggested I am aware that there are objections. But I will not longer abuse the endurance of the already *exhausted receivers* before me, by replying to them in detail, satisfied that the answers which occur to me, will readily suggest themselves to any person of the average degree of intelligence.

Such seems to me, Mr. President and Fellow Teachers, to be our relation to the Past in the matter of education. Thus should we, as educators, keep an eye ever on the coming, rather than on the receding time, recognizing the claims of the future, rather than the authority of the Past, availing ourselves of the ages gone-by, to avoid their errors, rather than blindly to follow their precedents, showing a wise and generous imitation of the great lights of humanity, that now have sunk below the horizon, who, each in his time, abandoned the errors and the precedents of their past, and lived for the future—for *us*, who were their future.

We do not despise the Past. It did as well as it could; but we should be hopelessly dull if we were not wiser than our ancestors. Farewell, then, Ages of the Past. Not unworthily, in spite of many embarrassments, have you done your work. But, by your demise, the crown has passed to your heir, the Future, and, with the crown, our allegiance. Hail, oh Future, wise and great and free! Happy they who, in education as in all the departments of life, shall share your blessings, shall enjoy your brighter light, the wisdom of your maturer age, of your larger and more varied experience!

NOTE.—In a discussion which followed the reading of this paper, President ABBOT, of the Michigan Agricultural College, being called on for the results of his experience, remarked (in substance), that "since his connection with the College, he had directed particular attention to the effect of the course pursued at the Agricultural College in enlarging the mental powers. The students usually come with considerably less of preparatory study than the candidates for admission to the classical course in our Colleges; but he was unable to see that the graduates from the Agricultural School are in any respect inferio to those from other Colleges. At a previous period of his life, he had given instruction in the classics, having taught the Æneid, of VIRGIL, perhaps twenty times through. But he was of opinion from his more recent experience that the thorough teaching of an English classic, as, for example, MILTON's Lycidas, exercised the powers of both teacher and pupil in as high a degree as any of the classics. There were passages in MILTON which had cost him on an average two or three hours of study to each line."

It may also be proper to quote a few words from the January number of the Edinburgh *Review*. The passages occur in a review of "Essays on a Liberal Education," by nine gentlemen of high culture, all of whom are University graduates, and all of whom most energetically condemn the existing system of classical education, as conducted in the English Universities:

"Valuable for their own sake, the physical and natural sciences are also useful for the sake of everything else. It is in these sciences that the intellect of the age we live in is most active and progressive. It is by the order of mind, to which the study of these sciences is conducive, that our civilization is chiefly guided and controlled. The treasures wrung from that study constitute the richest heir-looms in the power of this age to bequeath to its posterity. If we look to what should be the grand object of all study, namely, the formation of mind and character, we shall assuredly be compelled to admit that there is no kind of study so conducive to its attainment as that of science. For there is hardly any mental or moral faculty which science does not exercise, discipline and develop better than anything else which a man can set himself to learn."

The entire article is well worthy of the attention of every teacher.

GEOGRAPHICAL SKETCHES.

THE NORTH POLAR CONTINENT.

ON the 23d of July, 1865, Dr. A. PETERMANN, of Gotha, addressed the Geographical Association, meeting at Frankfort on the Main, upon "The Investigation of the Arctic Central Region by a German Polar Expedition." In this lecture he pointed out the general agreement between KANE, PARRY, MIDDENDORF, HEDENSTRÖM, WRANGEL and ANJOU as to the existence of open water beyond the barrier of drift ice. He also combatted the common view concerning the intense cold of the North, and showed, by quotations from SCORESBY and others, the existence, between 70° and 73° N. L., on the coast of Greenland, of a milder climate, as witnessed by the presence of beautiful fields of grass, many acres in extent, countless butterflies, and a temperature (in July) as oppressive as that of the East or West Indies. All along this coast, moreover, were found traces of a tolerably dense population. Dr. PETERMANN also advanced the view that Greenland is a large island extending "from Cape Farewell to the neighborhood of Behring's Strait." In a map drawn to illustrate this view, the east coast of Greenland is represented as bending westward at about 75° N. Lat., and extending nearly to the Arctic Circle in longitude 180° west from Greenwich. Many considerations led Dr. PETERMANN to form this opinion, of which the following are the principal: In the years 1763 and 1764 a Sergeant ANDREJEW discovered and partially explored an extensive body of land north from the Bären Islands, finding traces of a numerous population. Succeeding expeditions failed to find, or, at all events, to reach this land, and ANDREJEW's statements were declared fabulous. But the celebrated Arctic investigator, FERDINAND VON WRANGEL, found a belief in the existence of this land prevalent among the inhabitants of north-eastern Asia. Indeed, one old man declared that reindeer had come from thence over the ice. There also exists a legend among them that one of their chiefs with some companions emigrated to this land 250 years ago. Captain KELLETT, of the ship Herald, being in 71°

N. Lat. and Longitude 175° W. from Greenwich, on the 17th of August, 1849, saw a "great land with high mountains to the northward. The American expedition, of 1855, under RINGGOLD and ROGERS, brought the existence of this land into doubt. The inhabitants of the Tchukchi peninsula believe in the existence of an open sea to the north, and beyond this an extensive body of land with warmer climate. The northwest winds bring masses of drift ice and stems of unknown trees to their coast. Whales in large numbers come from this direction, and in the spring flocks of swamp and sea birds take their flight northward, returning in autumn on their way southward. Many of the inhabitants who have penetrated northward speak of seeing land and a *high mountain chain.*

Dr. PETERMANN's hypothesis has recently received a remarkable confirmation. Captain LONG, of the American whaleship "Nile," being in latitude 73° 30′ N., and longitude 180° from Greenwich, discovered an extended land stretching far to the north. On this land were *mountain chains*, rising one behind the other. One of the mountains appeared to be an extinct volcano of 3,000 feet elevation. The land itself was free from snow and covered with a beautiful vegetation. It is not a little remarkable and may serve to mark the fact, that geography possesses the main characteristic of a true science prevision, that the position of the land discovered by Captain LONG agrees exactly with Dr. PETERMANN's hypothetical drawing of it in the chart mentioned above.

The question naturally arises what becomes of the open polar sea, discovered by KANE and HAYES, if this hypothesis is substantiated. It forms a large inland bay or Mediterranean in the centre of the south shore of Greenland.

Dr. PETERMANN opened this discussion in the interests of an attempt to reach the North Pole by way of Spitzbergen, north of which he believed an open sea to exist. Since this two other plans have been proposed. Captain OSBORNE would make the attempt by a sledge journey across Greenland, while LAMBERT, a Frenchman, would go by way of Behrings Strait. Captain OSBORNE has started on his journey, and funds are being rapidly collected in aid of LAMBERT's project. Dr. PETERMANN's plan is also in a fair way of realization.

EDITOR'S DEPARTMENT.

THE increase of subscribers during the past few weeks has been so great that we are wholly unable to supply back numbers. If any of our subscribers or exchanges will send us either or all the numbers for this year, we shall feel under great obligations. We are also in great need of several copies of the January number for 1866.

Typographical errors are always provoking, but are scarcely worth correcting, save when they pervert the intended meaning. Absence from home prevented our reading the proofs of the April number, and several errors went uncorrected. If on page 139, line 4, the reader will substitute "conceive" for "concede," he will be able to understand what we *meant* to say.

The thanks of the Editors are especially due to Superintendents BRIGGS, of Macomb, and FORD, of Berrien, for large lists of subscribers from their respective counties. Should the other Superintendents do for the TEACHER what these gentlemen have done, we should have a list of 3,000 subscribers.

Mr. DUANE DOTY, Superintendent of the Public Schools of Detroit, has sent us very interesting statistics, showing the salaries paid to teachers in all leading cities of the Union, and how they compare with those paid in Michigan. These tables are of great practical value, and reflect deserved credit upon Mr. DOTY.

As we shall not issue the TEACHER for July or August, our next number will be published about the middle of June, and the September number about the 20th of August.

With the June number the last half volume of the year begins, and hence a good time for subscriptions to commence. The June number will contain in full the lecture of Prof. J. M. B. SILL before the State Teachers' Association.

The good results attending the system of County Superintendents are already appearing. Perhaps the most noticeable fact, and certainly the one most surely indicative of permanent good to the schools, is the sifting out of incompetent teachers. In Washtenaw county not even one-half of those who have been examined thus far this spring have been found qualified for a third grade certificate. Nor is the examination a rigid one. The questions asked are in reality very simple, and every facility is granted which diffidence or embarrassment can reasonably demand. The fact is, that until this new order of things began there was comparatively no check upon incompetency. Every one received a license to teach who asked it. Or, if an instance occurred in which the candidates' ignorance was too palpable, even to a Township Inspector, the interposition of an aunt or uncle was generally sufficient to overcome all scruples. The inevitable consequence has been that outside of our villages and larger towns most of the schools have been wretchedly poor. The lack of a clearly defined standard of qualifications, to which all must come who propose to teach, has produced so much indifference, such an absolute want of any *esprit de corps*, that not only was all progress interdicted, but the schools were retrograding at a fearful rate. By the interposition of the County Superintendents this downward progress has been vigorously checked; and already there are striking evidences of a thorough revival among teachers. This revival of interest is seen in a largely increased attendance at Teachers' Institutes. The State Institutes, though not so large as formerly, are much better attended than they have been for two or three years past; while those held by the County Superintendents show a remarkable degree of interest.

Now that there is a distinction between good teachers and poor ones, there is springing up a feeling that it is worth while to make some special preparation for the duties of the schoolroom; and, as a consequence, our Normal School and High Schools are more largely attended. In these various ways we believe the leaven to be silently but powerfully working that shall make our schools in reality what they have had the reputation of being.

An act, passed March 15th, 1867, giving to Michigan University one-twentieth of a mill tax on each dollar of the assessed valuation, required that the Regents should provide "at least one Professor of Homœopathy in the department of medicine," before they should be entitled to the tax. Since that time the propriety of accepting the proffered aid under its peculiar conditions has been warmly discussed by the friends of the University, as also by the general public. At the last meeting of the Regents, however, the proffered aid was accepted, and Dr. HEMPHILL, of Grand Rapids, was elected Professor of Homœopathy. Since then, the professors in the medical department, with one exception, have resigned. Of course, in a controversy of this kind, there are widely differing views; but, if we mistake not, the prevailing sentiment is decidedly in favor of the action of the Regents. Of one thing there can be no doubt in the minds of those conversant with the facts in the case, the University must have additional funds in order to maintain its present standing, saying nothing of prospective improvements. Of another thing it seems there ought scarcely to be a doubt, the simple justice of allowing a State institution to furnish facilities for instruction in a system of medicine very largely practiced by the people of the State. The first consideration required the Regents to adopt a course which was most clearly sanctioned by the second. We subjoin a few extracts from the public prints, as showing the prevailing feeling in this matter.

The following is from the *Advertiser and Tribune:*

"We have no interest in the quarrel of the rival "pathies" save to deprecate its absurd acerbity, and we are therefore prepared to pronounce an impartial judgment in this matter. The resignation of the *corps* of professors of the Medical College, because a Homœopathic School is to be established in the same State—with no connection with them, save in the fact that it is under the control of the Regents—appears to us to be unjustifiable and ridiculous, and we believe that this is the view the public will take of the matter. As far as our exchanges from all points have spoken, this has been their unanimous opinion. Moreover a system of medical practice, whose votaries number millions, and whose practitioners include many of our most upright and successful professional men, is not to be derided as "mere quackery," and it has claims that an institution, deriving means of support from taxation upon all, cannot ignore. If homœopaths are taxed to aid the University, they have a right to demand that some of that money shall aid them as well as the allopaths, and the representatives of the

latter school will not obtain public approbation, if they make this a pretext for flying into a rage, calling hard names, and striving to break up an important and flourishing department of the University.

The Chicago *Journal* editorially comments as follows upon the reported resignation of certain members of the Medical Faculty of our University:

"Professors FORD, ARMOR and GREENE, of the Medical Faculty of Michigan University, have resigned, because the Board of Regents decided recently to establish a homœopathic school of medicine as a branch of the University. Without any regard whatever to the merits of the chronic war between the two systems of medicine, we earnestly hope the Regents will not be deterred from carrying out their design by this opposition. It is too late in the day to class the disciples of HAHNEMANN among quacks, for they are almost as numerous and eminent as the old school practitioners, and the age of political persecution has passed. Both should have the same advantages in an institution established and maintained, for the most part, by the public funds. Neither the National Government nor State Governments can take side in the quarrels of doctors and clergymen."

The following is from the *Courier and Visitant*, Ann Arbor:

"It is not our purpose to enter into any discussion of the relative merits of the two schools of medicine in question, nor is it necessary. The question is not, which will kill or cure quickest, but whether, if the people desire it, a school of Homœopathy can be established in connection with the University. The cry of "quack" which is raised savors too much of that intolerance and bigotry which recently arraigned an Episcopal clergyman for preaching in a Methodist church; those who make the charge will get no support or sympathy by such a course. The will of the people of the State, expressed through the Legislature, that a chair of Homœopathy be established in connection with the University, has been partially carried out by this action of the Board of Regents, and we trust they will not recede a single inch from the ground they have taken. A large and influential body of citizens of the State have many times petitioned the Legislature for the establishment of such a professorship in the University, and certainly they are entitled to some consideration. If the school in question, placed in operation perhaps a hundred miles distant from the University, contaminates the Medical Professors, we can only say, "Go, and peace be with you." Their right to resign is unquestioned, and the right of the people, or their agents, to establish a "School of Homœopathy," is also beyond a question."

PRACTICAL DEPARTMENT.

A CORRESPONDENT asks, "Who are non-resident pupils?" It may be said in general that a pupil whose home is without the district, but who has entered it with the intention of attending school, is a non-resident pupil, and therefore liable to the payment of tuition. The possession of property, to any amount, within a given district, while the actual residence is without, does not entitle a person to the privilege of attending the school free of tuition. On the contrary, a person may merely rent a house, and, if actually living in it, may enjoy all the privileges of a school, without paying a farthing of tax. Here is undoubtedly a gross inconsistency, which, it is to be hoped, subsequent legislation may remove.

Another correspondent asks our opinion in reference to the best mode of seating school-rooms, whether single or double seats are best. Undoubtedly the best plan of arranging pupils is in single seats; and where the extra cost is not in the way, this is to be preferred. The simple expedient of placing pupils in separate seats, when there is room, is the most obvious way of securing good order and attention to school duties.

The habit of drawing up a deliberate plan of work to be done during the week, is one which cannot be too highly recommended. To do this successfully, sit down and carefully review the situation of things. Consider what obstacles lie in the way of the highest success, and trace the most obvious evils to their causes. It will often be found that multitudes of petty annoyances proceed from a single cause. Instead of fighting evils in detail, try to dry up the source from which they spring. Having settled upon a few things which seem most necessary to be done, designate them on a slip of paper in the order of their importance, and commence the duties of the week with a fixed determination to perform this allotted work. *Do not attempt too much.* This plan will give an interest and enjoyment in school-work which will produce the most gratifying results.

Facility in different arithmetical processes is a thing very desirable, and yet but comparatively few attain to it. Large classes, want of sufficient blackboard, and lack of the time necessary to assign a sufficient number of examples and to determine the correctness of each result, are obstacles which have hitherto very effectually opposed this object. As an experiment, we have been using *Walton's Tables*, and with the most satisfactory results. By this simple, yet very ingenious device, a different example can be assigned to each of twenty pupils in less than three minutes, and the results verified by the teacher at a glance The pupils do their work without leaving their recitation seats, and thus save time and avoid confusion. These Tables cost but 20 cents, and will last for several terms. Send to GEORGE N. JACKSON, care of W. B. KEEN & Co., Chicago.

There is no class of readers for whom we feel a greater interest, or for whose aid we so gladly write, as for the teachers of our common schools. No doubt, many who read this month's TEACHER, will soon begin their first school; and to such we give the following suggestions.

The success of the whole term will very greatly depend upon what is done the first day. If there is an impression that you clearly see what ought to be done and show an ability to do it, you will inspire your pupils with confidence, and thus make success almost certain. For this purpose form a definite plan of action, and become acquainted, as far as possible, with pupils, parents and the school-house. Be at your post very early. Show some kind attention to pupils as they enter, and try to make them feel at home. Try to drive out the chilly atmosphere which is sure to be felt on the first day of school. Observe carefully, though not suspiciously, the conversation, appearance and movements of your pupils. To be forewarned is to be forearmed. Let the children aid you in sweeping, dusting, arranging seats, &c. When the minute comes for opening school, give some pleasant signal, as the ringing of a sweet-toned bell. Do not proceed till there is perfect quiet. A brief waiting, without speaking a word, will usually be sufficient. Then proceed with the opening exercises—reading a short Scripture lesson, followed by the Lord's Prayer. Next organize your school, that is, arrange its parts in such a way as to work out desired results. Your aim should be to give each pupil something to do as soon as possible. Require all who wish to study written arithmetic to come forward. Take the name of each pupil, and ascertain at what part of the book the instruction should begin, so as to meet the wants of the greatest number. If there is a great difference in attainments, form two classes. The general rule should be to have as few classes as possible, but it will sometimes be necessary to form two classes in some studies. When this preliminary work has been done, assign a short lesson, and fix a time for recitation as nearly as possible. In this way proceed with all the classes. This will probably occupy the time till recess. After recess hear the primary reading classes, and then call the other classes in the order of their formation. At the close of school, draw up a regular plan of recitation, assigning a definite time to each. The best general plan will probably be somewhat as follows: The classes in Mathematics should more properly come in the forenoon, and those in Grammar and Geography in the afternoon. The youngest pupils should read, if possible, four times a day. For all such children the recitations should be short and frequent. The older classes may read and spell twice each day, if time allows. When arranged to suit you, write the programme on the board, and the next day follow it as closely as possible. If changes are necessary, revise it at the close of school; but when it is right, follow it to the very letter.

In reference to school management in general, we have room to say but little. Recollect that good order consists in habitually observing the proprieties of time and place. If you have a proper time and place for each item on your programme, and suffer no interference with this arrangement, you will have good order. It is a bad plan to promulgate a code of laws at the outset. Provide against evils as occasion may require.

Book Notices.

TREATISE ON GEOMETRY AND TRIGONOMETRY; for Colleges, Schools and Private Students Written for the Mathematical Course of JOSEPH RAY, M. D., by ELI T. TAPPAN, M. A., Professor of Mathematics, Ohio University. Cincinnati: *Sargent, Wilson & Hinkle.* Chicago: *Cobb, Pritchard & Co.* New York: *Clark & Maynard.*

In the third century before Christ, at Alexandria, in Egypt, there was accomplished one of the most wonderful feats in scientific book making which the world has ever seen. The dawn of geometrical notions must have been coeval with the dawn of human intelligence; yet, so far as we know, the truths discovered and the methods of investigation pursued, existed only as detached fragments or heterogeneous processes, until the spirit of EUCLID reduced the chaos to order, evoking therefrom, as by a single, almost creative act, the most perfect of the sciences. It is not too much to say that this achievement stands, not only unparalleled, but almost unapproached, in the history of science. For more than two thousand years the ablest minds have been content to comment upon EUCLID's works, and re-edit them for special purposes. As the science has advanced, some additions have been made to his facts, and some modifications of his methods have been introduced; but, as books of science, the characteristic features of the Geometries of to-day are what EUCLID made them. Among the great multitude of text-books which are now in use, there are only such minor differences as have grown out of efforts to adapt the grand old work to the wants of the modern school-room. No master-mind—no second EUCLID has arisen to grasp the whole domain of mathematical truth, as now revealed to science, and reduce it to order and unity. We have the mathematical sciences (various branches of pure mathematics), but no mathematical science. We have the detached states with undetermined boundaries and conflicting claims, but no unified kingdom.

The treatise now before us, though a great improvement, in some respects, upon all text-books upon this subject with which we are acquainted, is still an effort in the old line. The excellencies of this work are so many and important that we regret certain defects which must inevitably preclude its general use. Prominent among the excellencies of the Geometry is the admirable classification and arrangement of topics. The highest praise we can bestow upon this feature of the work is to say that it is so perfectly natural, and hence simple, that it is wonderful how any other plan could ever have been pursued. The numerous and varied examples constitute a second element of great value. In this respect, the author has far excelled all others whose books are in common use. With the exception hereafter

noticed, these examples appear to be admirably selected for aiding the pupil to comprehend and apply geometrical truth, and for leading him to discipline his own powers of investigation. Something has also been done by way of introducing modern methods, and thus making the book represent more faithfully the present condition of the Direct Geometry. The first edition of the Geometry, which does not contain the subject of Trigonometry, makes so small and unpretending a volume, that careless observers may mistake it for a less complete work than it is—a mistaken notion which will be fully corrected after they have taken a class thoroughly through it. It is more complete than the common treatises, and represents well nigh twice as much work for the student as DAVIES' Legendre. The pupil who has completely mastered this little volume, will have more geometrical knowledge, and vastly more discipline in geometrizing, than would be obtained from all the other text-books in common use combined. We are glad the book has appeared. It has had one year's trial in the University, and will be used again next year.

One of the defects which, we think, must prevent its general introduction and use, is its want of adaptation to class-room work, growing, in part, out of the great multitude of compendious demonstrations, or important propositions without demonstrations,—a failure to make each important truth stand out with sufficient distinctness and independence on the printed page, and thereby aid the learner in retaining it,—a deficiency in figures to illustrate demonstrations,—the throwing of too many important propositions into the form of corollaries,—the lack of a class of exercises adapted to show the pupil how to investigate (bridging the chasm between the process of learning a demonstration and producing one),—the sudden transition from the most simple exercises to such as will completely baffle the skill of the large majority of pupils (and of many of our teachers as well, who have thought they "knew Geometry"),—and the amount of time which will necessarily be required to thoroughly master it. Pupils call it a hard book to recite from. Sometimes this difficulty grows out of a diffuseness for which the pupil can see no necessity, but more frequently out of a terseness which hurries him on from fact to fact, without requiring him to pause on each a sufficient time to fix it in the mind. Nor is he always able to comprehend the necessary relations between the facts thus rapidly presented, and they become, to him, isolated and utterly incapable of being retained. The arguments are often too long sustained and too comprehensive for beginners. There is, also, occasionally, what appears to the pupil a diffuseness and irrelevancy, growing out of metaphysical notions, which is always troublesome to the young learner. In short, without great care on the part of teachers, and without very superior teachers, too, we apprehend the book will crush all but such as are endowed with special mathematical talent.

But, what about the Trigonometry? In the opinion of the writer, nothing. He sees no sufficient reason why it should have been, except to fill out the series. It is neither worse nor better than the ordinary treatises in use. It is questionable whether the abstract conception of the trigonometrical functions as ratios is better than the geometrical one for the use of beginners. It may do very well with the other to illustrate it. If we used

the Geometry, we would not buy another book for Trigonometry, but could not help wishing that we had a better. The Geometry is ably edited—the Trigonometry very indifferently, is our opinion. As a whole, neither author nor publisher have any reason to be ashamed of the book. In fact, they have no little cause for pride. If, however, either makes money out of it, it will be due to the fact that it is published by one of the most energetic and thorough-going firms in our country, and constitutes one of a really good series of text-books.

A SYSTEM OF SCIENTIFIC PENMANSHIP. By G. W. WOOLEY. Published by the author, 71 Broadway, New York.

Every one who has investigated the subject knows that the great majority of young men, on leaving school, are incapable of writing well enough to enter a respectable counting house, or to fulfill the duties of a clerkship where writing is the principal business. Into whatever profession or respectable vocation they enter, in nine cases out of ten they abandon the handwriting they learned at school, and adopt a style which they can write with more facility. After years of practice, a few get into the right movements and write a good hand, but the great majority continue to write a slow, stiff and cramped hand, or, abandoning it, run into an illegible scrawl.

What would be a severer satire on the mode of instruction in writing pursued in the schools, or what stronger proof need be given that the *ordinary system of teaching is not right?*

It will scarcely be doubted that, if the style of penmanship acquired while learning other branches, were such as business purposes require, and the mode of executing it were easy, free and natural, it would not be changed in after practice. "Boys should be taught what they need to practice when they become men."

The question very naturally arises, Is there a better way than what has been described? What is it? And how shall it be applied?

The author of the system under consideration claims that his method of teaching penmanship is calculated to produce better results than are at present realized. This system certainly differs from any other with which we are acquainted; and from the examination we have given it we believe that it possesses features of great superiority. The following is a brief statement of the general plan. There are three movements, Whole Arm, Fore Arm, and Fingers; and four combinations of them. In teaching these movements—which, the author maintains, "is the *soul of penmanship*"—he begins with the movement of the *Whole Arm*, and then proceeds to the use of the *Fore Arm* in the same copy or exercise. The pupil is thoroughly drilled upon these two movements without allowing the fingers to play at all till the ovals and turns—the elements of the letters—can be made well by either of these bold and free movements. To prevent tediousness or monotony, the pupil is allowed to strike capitals across or over each page of written exercises, and when the exercises and capitals can be made pretty well, and the *first and second movements well confirmed*, then the small letters of the whole alphabet are practiced in *perpendicular columns*, joined together by the long s or loop, and continued without lifting the pen for

some three or four inches, by the first combination—the Whole Arm and Fore Arm movements—each letter combined with the loop being practiced till it can be made correctly before proceeding to the next. When the whole alphabet is finished in this way, then exercises are given in horizontal lines, by the *Fore Arm;* and then the Finger movement is allowed to assist in certain letters, which is the second combination. After this, the Finger and Whole Arm movements are used together, constituting the third combination; and, finally, the Arm, Fore Arm and Fingers are used in words and exercises clear across the page, which is the fourth combination.

The author claims that by this systematic and thorough drilling the pupil obtains a masterly command of hand which is seldom, if ever, attained at school in any other way, and which is no more liable to be lost by practising writing, than the power of speech is likely to be lost by ordinary conversation.

Prof. W. gives Prof. CARSTAIRS the credit of having first promulgated the true principles and philosophy of the Art, but is conscious from long experience of having made numerous valuable improvements, additions and modifications of CARSTAIRS' system, so that this may rightfully be denominated his *own system.*

THE NORTH AMERICAN REVIEW, for April, 1868. Edited by Prof. *James Russell Lowell* and *Charles Eliot Norton,* Esq.

Articles and Writers: 1. The Metropolitan Board of Health of New York, by Edward B. Dalton, M. D. 2. The Church and Religion, by C. E. Norton. 3. Pompeii, by Prof. E. P. Evans. 4. Hegel, by J. E. Cabot. 5. The Poor-Laws of New England, by F. B. Sanborn. 6. The Translation of the Veda, by Prof. W. D. Whitney. 7. Quotation and Originality, by R. W. Emerson. 8. Boston (Second Paper), by Charles Francis Adams, Jr. 9. Western Policy in China, by Raphael Pumpelly. 10. Expatriation and Naturalization, by J. T. Morse, Jr. 11. Shakespeare Once More, by James Russell Lowell. 12. Charles Dickens, by C. E. Norton. 13. Critical Notices. *Ticknor & Fields,* Publishers, 124 Tremont Street, Boston.

The AMERICAN ATHENÆUM, published at No. 63 William Street, New York, is a Journal devoted to the Progressive and Æsthetic Sciences. An enumeration of the contents of the number for April 18th will best give an idea of its character. The first paper treats of the "Transition State of the American Mind," and is followed by articles on KOTZEBUE, Unity of the Human Species, A Religion of Science and Culture, The Academy Exhibition, Historic-Gastronomic Papers, The Primitive Inhabitants of Northern Europe, Music as a Source of Mere Amusement. There are also reports of the meetings of scientific and other societies, and a selection of Home and Foreign Items. In addition to native writers the American *Athenæum* contains contributions from prominent European writers. Its main purpose is to give full and free discussions of the leading scientific, literary and philosophic questions of the day. Thus far the articles have been of an unusually high character. The American *Athenæum* is published weekly at $5.00 a year.

ELEMENTS OF THE GERMAN LANGUAGE, based on the Affinity of German and English. By ELIAS PEISSNER, Professor of German in Union College. New York: *Sheldon & Co.*

This work, originally published in 1855, has not met with the attention which its originality and merits deserve. Had it received one-thousandth part of the puffing that other largely circulated books have, it would have reached its hundredth, instead of its sixth edition. The fundamental idea of the book is one that strikes us favorably at the very first. Prof. PEISSNER applies the well known Pestalozzian principle, "pass from the known to the unknown," by basing the study of German upon the pupil's knowledge of English. The earlier lessons introduce words which are exactly alike in both languages, such as singen, to sing, binden, to bind, thus directing the attention to the sole point of difference—the inflectional endings. After a while words are introduced which are less similar, although the affinity is yet clearly traceable, as Räuber, robber; Bart, beard. In addition to this the exercises are admirably adapted to fix the pupil's knowledge in his mind by practice, and the different sections are so constructed that there is a continual advance from the easy to the difficult, without omissions or delays. Part IV, Advanced Reading with Conversation, is unique. It is in fact a synthesis of the principles of German Grammar. Prof. PEISSNER was evidently not a teacher who would commence instruction with the so-called "elements." We say *was*, for Col. PEISSNER fell at the head of his regiment on the field of Chancellorville.

NEW MANUAL OF THE ELEMENTS OF ASTRONOMY. By HENRY KIDDLE, A. M. New York: *Ivison, Phinney, Blakeman & Co.*, 1868, 285 pages. Illustrated.

Until recently nearly all the text-books published upon Astronomy have been puerile picture books or College text-books. For this reason the subject has been studied or taught but little in our public schools. The demand for a text-book upon Elementary Astronomy, suitable for Grammar and High Schools, has long been felt and is now being supplied by a few good books among which is the treatise before us. This volume has much upon which to base a claim for a full share of attention from students and teachers. It treats the subject upon a somewhat new plan, and as far as possible, proceeds upon the "Objective Method" of Instruction. The definitions are clear and concise, and not more numerous than necessary. Technicalities and difficult formulas are used only when they will better illustrate the topic under consideration. The various topics are arranged in logical order, and so presented as to be easily mastered by the learner.

The more difficult calculations are made for the pupil, leaving to him only such as require a knowledge of the principles of Arithmetic and Elementary Geometry.

The subject matter is brought down to a recent date, and gives many of the results of the later discoveries and researches of distinguished Astronomers.

BOOKS RECEIVED.—Independent Fifth Reader, National Series, *A. S. Barnes & Co.*

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

STATE TEACHERS' INSTITUTES.

PURSUANT to the programme announced in the April number of the TEACHER, five of these Institutes have been held, and the most of them with gratifying success as regards numbers and interest.

PAW PAW.—As we briefly mentioned in our last number, this Institute opened on Monday, the 23d of March. About eighty teachers were in attendance, and all seemed pleased and interested in their work. Sup't HOSFORD opened the Institute, and during the week lectured upon School Government, Ventilation, Spelling, Geography, Methods, &c. At the evening sessions, the State Superintendent gave his lecture upon "Educating Forces" and "Education a Good in Itself." Prof. C. F. R. BELLOWS, of the Normal School, was present, and lectured upon Arithmetic and English Grammar. The teachers of the county heartily welcomed Prof. BELLOWS to their meeting, as they had not forgotten his labors among them as teacher and County Superintendent. Prof. C. J. THORPE, of the Paw Paw Union School, gave a lecture upon Penmanship, and the method of teaching it. A series of resolutions expressive of the feelings of those present, for their entertainment, instruction, &c., was unanimously passed. At the close of the Institute, Sup't BLACKMAN held an examination, at which twenty-five persons presented themselves as candidates for certificates.

MARSHALL.—The State Superintendent opened the Institute here on Monday, the 30th of March. He lectured upon his usual topics, Reading, Methods, School Organization and Government, and also upon Arithmetic. Sup't D. PUTNAM, of Kalamazoo, alternated with the State Superintendent, lecturing upon English Grammar and Spelling, giving many very practical suggestions upon the methods of teaching these branches. On Tuesday evening, Sup't HOSFORD gave his lecture upon "Educating Forces" to an attentive audience.

On Wednesday, Sup't HOSFORD left the Institute and went to attend the one in session at Chelsea, and Sup't PUTNAM, being ill, was obliged to go home, leaving Prof. D P. MAYHEW, Principal of the State Normal School, in charge of the Institute and sole lecturer for the remainder of the week. Prof. MAYHEW lectured upon Object Lessons, Geography—local and physical—and the Philosophy of the Mind and the Methods of developing its powers. Miss CHITTENDEN gave an object lesson, and Sup't MARBLE gave some valuable hints upon the care of school houses and the duties of teachers. The usual resolutions of thanks to citizens and lecturers were presented and adopted.

One hundred and twenty-three teachers were enrolled, eighty-three of whom received certificates of regularity of attendance. Sup't MARBLE held an examination on Friday P. M., at which about fifty were present. Much credit is due Sup't MARBLE, who has awakened qu'te an interest in such meetings among the teachers of the county.

CHELSEA.—At the same time of the Institute at Marshall, there was one held at Chelsea, opened by Superintendent J. D. PIERCE, of Washtenaw, who is at home in that place, having been State Superintendent, and held several Institutes in his own county. Sup't PIERCE lectured upon the "Origin and Progress of the Michigan School System." Prof. MAYHEW, of the Normal School, was present, and lectured upon Physical Geography and the "Perceptive Faculties of the Mind," &c.

Prof. S. S. BABCOCK, of Ypsilanti, lectured upon Arithmetic, also upon Geography. On Wednesday, P. M., Sup't HOSFORD came from Marshall and took charge, lecturing upon School Government, Ventilation, etc. He also gave his lecture upon "Educating Forces," at an evening session. Nearly one hundred teachers were in attendance, of whom 42 were examined, and only 13 of this number were successful.

OTSEGO.—The Institute convened here April 6th. Sup't HOSFORD lectured upon Reading, Methods of Teaching, School Government, etc. Sup't PUTNAM, of Kalamazoo, lectured upon English Grammar, and Sup't BALLOU, of Allegan, lectured upon Arithmetic. The Institute was quite full of interest, and attended by 150 teachers, 77 of whom were examined at the close of the Institute. Sup't BALLOU says: "Teachers in this county are beginning to wake up, and education is receiving more attention than formerly. I feel encouraged in my labors, and expect to be able to accomplish much more next year, than I have this."

HILLSDALE.—The Institute opened here April 13th. The attendance was unusually large, larger than at any Institute in three years. To Sup't COOK much credit must be given for his energy and zeal in getting out so many teachers. Lectures were given by Sup't HOSFORD upon the usual topics. He was assisted by Profs. WHIPPLE and FOWLER, of Hillsdale College, Messrs. DRAKE and GRIFFIN, of the Commercial College, and Messrs. BOTSFORD, ROBINSON and MCMILLEN. On Monday evening Sup't HOSFORD gave his lecture upon "Ventilation," on Tuesday evening the one on the "Value of Education," and on Wednesday evening he gave his lecture on "Educating Forces." A County Teachers' Society was formed with Sup't P. B. COOK for President. Friday evening was spent in social entertainment. Over 200 persons were in attendance at the Institute, and all seemed well pleased, and went away much refreshed in mind.

COUNTY INSTITUTES.

Many of the County Superintendents have held Institutes this spring, and others Institutes are yet to be held. They are well attended, and much interest is manifest, which is proof of the good that will result from them.

Allegan, Berrien and Van Buren Counties held a joint Institute of two days at South Haven, beginning April 2d. It was conducted by Sup't

BALLOU, of Allegan, and Sup't BLACKMAN, of Van Buren, who discussed the various topics needed at such meetings. The meeting closed with an examination, at which thirty teachers were present.

BERRIEN.—Sup't FORD has held several Institutes. 1st, at Buchanan, beginning Monday, April 13th, continuing three days. Sup't FORD conducted the Institute in his ever happy manner, giving instruction upon often neglected topics. Sup't FORD was assisted by Prof. W. H. PAYNE, of Ypsilanti, who spoke upon the "Word-Method," "Object Lessons," &c.; by Prof. THOMAS, of Niles, upon Reading and Grammar; by Prof. HICKS, upon Written Arithmetic and Physical Geography; and by Prof. BARRET, upon Primary and Mental Arithmetic. A lecture was given on Monday evening by Sup't FORD upon "Education in the Good Time Coming." On Tuesday evening, Prof. PAYNE lectured to a crowded house upon the "Conditions of Successful Teaching." A "Question Drawer" was a successful feature of the Institute. The usual examinations were had. A series of resolutions of thanks to instructors, citizens, &c., were presented and adopted. There was an attendance of forty or more.

The second Institute was held at Berrien Springs, beginning April 16th. It was conducted much as the one at Buchanan. Sup't FORD was assisted by Pres. T. C. ABBOT, of Lansing, upon "Grammar," who also gave a lecture in the evening upon "Teachers' Studies." He was further assisted by Prof. WORTHY PUTNAM on Reading and School Government, by Prof. J. R. WEBB, on the Word-Method, and Mr. JONES, upon Penmanship. An examination was had and resolutions presented as at the previous Institute. About thirty teachers were present and were much benefitted.

Two other Institutes are to be held in the county, which will have equal or greater success.

BARRY.—Sup't PALMER held an Institute at Middleville, beginning April 7th, and closing the Friday after with an examination. Forty teachers were present and seemed much interested in their work. Sup't PALMER was alone, but gave much valuable instruction upon various topics.

Sup't PALMER held a second Institute at Hastings, beginning April 14th, and closing on the Friday following with an examination. Seventy teachers were present and paid marked attention to the topics taught. Sup't PALMER was assisted by Prof. BOGGS, of the Hastings Union School, and by ——— upon Penmanship; also by Prof. C. L. WHITNEY, of the Normal School.

Another Institute was held at Prairieville the week following the above, but the one at Nashville was postponed for good reasons.

GENESEE.—Sup't L. C. YORK, of this county, held an Institute of five days at Grand Blanc, beginning April 20th. It was a grand success, both in attendance and interest. Eighty-nine teachers were present and listened to the lectures. Sup't YORK was assisted by Revs. LUTHER LEE, D. D., and O. WHITMORE, Profs. TRUESDEL and J. J. HINCHEY, and Mrs. L. C. YORK and several other ladies. The topics treated were, "A Plea for an Education;" "Stimulants to the Study of History;" "Dignity of the Teacher's Calling;" "Management of Primary Schools;" and "Singing in Schools." Lessons on

Primary Instruction in all the branches usually taught in summer schools, were given; also lessons on the Use of the Globe, the "Word-Method," "Object Lessons," and "Spelling" especially.

IONIA COUNTY.—Sup't E. V. W. BROKAW has held two very successful Institutes, one at Portland, beginning April 7th, and the other at Saranac, the week following.

At Portland, seventy teachers were present and listened to the lectures of Sup't B. upon School Management and kindred topics. Sup't B. was assisted by Prof. HUTCHINS, of Ionia Union School, and Prof. STANGE, of Portland Union School.

The evening lecture of Tuesday was by the Sup't, BROKAW, upon "School Government." On Wednesday evening Rev. E. D. NEWBERRY lectured upon "National Development," and Prof. HUTCHINS gave a lecture on Thursday evening upon "Individuality." The evening of Friday was given to a general social, which closed the exercises of the occasion. At Saranac Sup't B. was assisted by Prof. HUTCHINS and Prof. J. RUSSELL WEBB, who lectured upon the "Word Method," to the instruction and gratification of the teachers present. At the closing session a strong series of resolutions voting thanks to the citizens for their kindness, to Sup't BROKAW and Profs. HUTCHINS and WEBB, and commending the "Word Method," were offered and unanimously adopted.

MACOMB COUNTY has had four successful Institutes, at the following places, Armada, Mt. Clemens, Utica and Monroe. They were successfully conducted by Sup't D. B. BRIGGS, assisted by Prof. WOOD of Romeo, Prof. SILAS WOOD of Mt. Clemens, Prof. O. D. THOMPSON of Utica, Prof. A. M. KEELER of Disco, and others. Over 200 teachers attended at them all. Examinations were held at each, and a large number of certificates granted. The location of their Institute was admirable, being within the reach of all parts of the County. Sup't BRIGGS deserves much praise for the zeal he manifests in his work and the good results he secures.

CASS.—Sup't A. H. GASTON of this County held a two day's Institute at Union, at which a goodly number were present. Being disappointed in his help, Sup't GASTON labored alone. He intends holding another in June, at Cassopolis.

WASHTENAW.—Sup't J. D. PEIRCE held a very successful Institute at Manchester, beginning April 7th. About 80 teachers were present. Sup't PEIRCE lectured upon the "Origin of the Michigan School System" and "School Management." Prof. WINES of Chelsea lectured upon Grammar and School Government, Miss SARAH PEIRCE upon Arithmetic, Geography and Orthography, and Prof. OLNEY, Principal of Manchester Union School, upon Arithmetic and Grammar. At the close an examination was held, at which 34 were examined.

Other Institutes have been held, but of which we have no reports as yet.

CASS COUNTY.

The Cass County Teachers' Association held its sixth regular meeting at Pokagon, March 20th and 21st. The meeting was quite well attended, and with much interest those present entered into the exercises of the occa-

sion. The question "Shall a teacher resort to force to secure punctuality?" was earnestly discussed pro and con. Sup't FORD of Niles was present, and lectured in the evening; subject, "Education in the good time coming."

The exercises of the second day were opened with reading scriptures and prayer by Sup't A. H. GASTON. The Committee upon Rules, previously appointed, then reported, and after some discussion the report was accepted. Mr. ADAMS gave a lecture upon methods of teaching Geography, and a valuable paper was read by UZZILE PTTNAM, JR. The Association holds its next meeting at the village of Vandalios on the 4th week of July.

DOWAGIAC.—The winter term of the public school of this place closed the first week of April, with the annual examination and graduating exercises. Misses HELEN CADY, MINNIE ARENS and MARTIA BUCK were duly graduated and received the diploma of the school. The exercises of the examination and Alumni were well attended by citizens and visitors.

Prof. D. E. WILBER, late Principal, has resigned his place on account of ill health. Prof. D. E. THOMAS, late of the South Haven School, has been appointed to fill the vacancy. The Spring Term opens with full numbers and interest. A new room has been finished in the Ward building for the accommodation of the 1st Intermediate Department. Miss LYDIA HEBRON has charge of the Ward school, and Miss MARY BUSHNELL takes charge of the 2d Intermediate Department, vice Miss BALLENGEE, resigned.

MISCELLANEOUS.

HOUGHTON.—The Union School of this place closed on the 27th of March, with an exhibition the proceeds of which amounted to $290, which is to be expended in purchasing wall maps, charts, dictionary and books of roference. The people of this place are desirous of having a State Teachers' Institute held there, and freely offer the hospitalities of the place to such a gathering. The Upper Peninsula has few of the advantages enjoyed by the lower part of Michigan in the way of lectures and institutes.

JACKSON.—After a long course of systematic embarrassment, the School Board of this city have discharged Prof. J. C. LOWELL, who for three years past has been the successful Principal of our schools. No reason is assigned for this singular movement, and it is a wonderment with some whether Mr. LOWELL was removed for the good of the school or for the gratification of a few persons actuated by selfish purposes. No successor has been appointed as yet, and the spring term has opened. Mr. G. D. PEIRCE, principal of the Third Ward School, has resigned. Union School District No. 2 proposes to erect a school building which in point of architecture will surpass any in the city.

WYANDOTTE.—The job of constructing the new Union School House at this place was let on Friday, the 17th inst., to Messrs. LACY & THOW for the sum of $19,617. The building is to be in the form of a Greek cross, each section to be 64 by 34 feet, to be built of stone and brick, and three stories high besides basement.

BUCHANAN.—The winter term of the Union School closed with general good feeling. The students presented Prof. HICKS with a copy of WEBSTER'S New Unabridged Dictionary. The spring term began April 20th, under the direction of Prof. S. P. BARRETT, who formerly had charge of the school and was liked as a teacher. His friends welcome him back to their midst.

SOUTH HAVEN.—Miss HEMMINGWAY, from Berrien County, takes charge of the Union School of this place. She is assisted by Miss P. SELKRIG in the Intermediate, and Miss JENNIE WRIGHT in the Primary Department.

HUDSON.—The Hudson *Gazette* says one of the teachers in the public schools of that place was arrested one day last week for assault and battery upon a scholar. The jury decided that jerking a scholar and pulling his hair was not legitimate punishment, and so they fined the teacher ten dollars.

Superintendent YORK, of Genesee County, issues a very readable little paper, entitled the *Genesee School Journal.* It is to appear quarterly, and will do much good in awakening an interest for the cause it advocates among the people and teachers of that county.

PERSONAL.

Sup't CHAS. HURD, of Oakland County, has resigned his position as Superintendent of Schools of that county. The cause of his resignation was the low salary paid. Oakland is the largest county in the State. It is an old county with 225 school districts, and should have two Superintendents instead of one. They have taken a retrograde step by refusing to pay an adequate salary to a talented man, who knew the wants of their schools and how to relieve them, and was willing to give his best energies to the cause. We fear it will be some time before Prof. HURD'S place will be filled, yet hope that the Board of Supervisors of Oakland will soon find a good man, and will pay him in proportion to the work. We learn that Prof. HURD goes to take charge of the school at Manistee.

Sup't T. C. GARNER, the efficient Superintendent of Shiawassee County, has resigned, and the State Superintendent has appointed Prof. F. W. HEWES to fill the vacancy.

GEORGE W. WARREN has been appointed Superintendent of Mecosta County, in the place of Z. W. SHEPHERD, the former earnest and faithful Superintendent.

We learn that Mr. WM. PARKER has been appointed to the place of Superintendent of Oakland County.

MATTERS ABROAD.

AMERICAN.

INDIANA.—250 students attended the State University during the winter term.

NEW YORK.—The fourteenth Annual Report of Superintendent VICTOR M. RICE gives the number of school districts in the State as 11,722, with 11,556 school houses. During the year, ending September 30th, 1867, $5,101,754.53 was raised by local taxes, and $1,148,432.22 by State taxes. Of 1,376,982 children between the ages of 5 and 21 years, 946,203 attend school. The number of teachers employed during the year was 26,489, of which 5,271 were males and 21,218 females. The amount expended for teacher's wages was $4,826,471.64.

The first term of Cornell University will commence on the last Wednesday of September, 1868. The trustees have elected the following gentlemen members of the faculty: Professor of Agriculture, JOSEPH HARRIS; Professor of Military Science, Major J. H. WHITTLESEY, of the United States Army; Professor of Mining and Metals, I. H. MITCHELL; Professor of North European Languages, D. W. FISKE. The following were elected to the non-resident professorships and lectureships: Professor of Natural History, LOUIS AGASSIZ; Professor of Agriculture, Governor F. HOLBROOK, Vermont; Professor of General Geology, JAMES HALL, New York State Geologist; Professor of English Literature, JAMES RUSSELL LOWELL; Professor of Recent Literature, GEORGE WM. CURTIS; Professor of Constitutional Law, THEODORE W. DWIGHT.

ABRAM B. WEAVER has been chosen State Superintendent of Public Instruction by the Legislature of New York.

NEW JERSEY.—We learn from the report of Prof. JOHN S. HART, Principal of the Normal School, for the year ending November 30th, 1867, that the total attendance during the year was 219, of which 17 were males, and 202 females. The attendance in the Model School was 238.

FOREIGN.

The *Nation's* English correspondent gives some interesting details concerning the Endowed Schools, in a recent letter. In one school, at Thame, "two masters with good salaries and a house are employed in teaching one boy." In another case the photograph of the master was shown as the reason for the non-attendance of pupils. The whole spirit of these Endowed and Foundation Schools is that of the Middle Ages, and the Educational Commissioners assert that, as at present managed, they do more harm than good.

The results of the Great Exhibition have called attention to the defective education of English artizans. The superiority of foreign workmen in all processes requiring trained skill, is admitted on every hand. Influential scientific men and leading manufacturers have commenced an agitation of the topic, which will doubtless result in the organization of an efficient system of technical education.

The Michigan Teacher.

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THE EFFECTS OF TEACHING ON TEACHERS.

An Address delivered before the State Teachers' Association at Lansing, Jan'y 2, 1868,

BY J. M. B. SILL,

Principal of Detroit Female Seminary.

I PROPOSE to-night to discuss some points which seem to me practical ones for teachers, and to say in a plain, straight-forward manner some things which need to be kept before those engaged in our profession. I do not hope to do this in true logical order and sequence. I have no time to elaborate the subject and fit every topic in its natural and appropriate place, even if the ability to do this successfully were mine. I am not sure that the illogical order which circumstances compel me to pursue, is not, in this instance, the best, as it allows me to bring up any topic I may desire to discuss at the most suitable time, without much reference to its immediate connection with others on either side.

Each profession, pursued by honest men and women, has its peculiar temptations on the one hand, and, on the other, its peculiar, elevating influences. As a single example, take military life in its more exalted stations. The necessities and the responsibilities of military campaigns make a man quick to decide and determined in execution, and at the same time wary, cautious, and far-seeing. He must be a ready and accurate observer, and a most skillful sifter of contradictory evidence. He must be indomitable, steadfast, and perseverant in all his enter-

Entered according to Act of Congress in the year 1867, by PAYNE, WHITNEY & GOODISON, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan

prises, and yet must possess great facility to change even his best laid plans when new circumstances render them impracticable. He encounters peril and learns to be brave and calm in the midst of it, but with a bravery that is as far removed from rashness as cowardice is. But all this time his word is absolute law to the army under his charge, his mere gesture hurls myriads of men upon deadly peril, nay, into the very embrace of death, and his control of his subordinates is irresistible and unquestioned. Schooled thus, is it strange that he often balances all the excellences that I have enumerated, by a haughty imperiousness in unmilitary society where he has no right to command, that he is impatient of contradiction, and sometimes flies into an impotent and unmanly passion at those who hold opinions different from his? This is by no means true of all military commanders, simply because all influences work together for the good of the truly magnanimous, but our belief in this tendency is well shown by the fact that we readily excuse these blemishes of character in soldiers, as belonging rather to the profession of arms than to the man.

I have chosen to make the military profession an illustration because, though as different in the main from ours as those two great opposites, war and peace, it has, nevertheless, many identical influences and incidents.

Let us now trace some of the influences of schoolroom-life to their legitimate results in the formation of the teacher's character.

The power of unconscious teaching is beyond computation. We perform our little round of daily duty, instructing our pupils in the studies of the course, holding them, as to the exterior, in decent and respectful order, and at night reflect upon a day's work well done. Does it often occur to us that the greatest part of our work as educators has been done silently and unseen? It is a thought solemn and worthy of earnest consideration, that what we are and what we do, a thousand times more than what we say, stamps itself upon those who come to us for instruction; that our characters shine through every veil with which we may endeavor to cover them, to help and save, or to poison and ruin. There is absolutely no such thing as hypocrisy that can long

stand the test of the schoolroom. Not, as I believe, because children are gifted with such remarkable insight into characters, as some are fond of ascribing to them, but rather because we are inclined to undervalue their watchfulness, and to be thrown off our guard in their presence. Besides this, in the schoolroom we are required to act under such a vast variety of circumstances, new and startling developments, taking us first on this tack and then on that, attacking us suddenly like an experienced strategist upon our most ill-defended side, that nature must soon assert itself, and the most artful dissembler ere long find the mask torn from him, and all his carefully studied arts worse than useless. And one or two such exhibitions are enough. The confidence of children, once lost, is rarely regained. I have occasionally seen a teacher engaged in the fruitless and humiliating task of attempting to win back a school suddenly alienated by a burst of passion or an unjust and cruel act. If the Mokanna that hides behind the fair veil of the hypocrite be seen but for a single instant, his features are not forgotten. Let us not then hope to mould the dispositions of children by any false or factitious patterns of ours. If they imitate us, they will be like what we are, without reference to what we may attempt to seem.

I have said so much in order to show the importance on the part of a teacher of a well balanced and *genuine* character. Doubtless some will think I have spent breath and ink in showing what no one denies. There are two methods of assent. One is a mere intellectual assent, the other is an assent connected with hearty conviction, and with deep and earnest feeling that works itself out in daily life, that bears blossoms and matures fruits. No teacher can, no teacher does deny the vast responsibilities of his position. We all know that often our works and our words decide the destinies of a man for two worlds. If we lead him but a little way in the right path, his course shall be upward forever and ever as long as the years of God shall last. If we wrong him, if we wound his soul, eternity itself shall not obliterate the scar. If we will but think of it, we all know that none others put their hands to such a work as ours, who mould the facile souls of the young as clay is moulded in the hands of the potter, and prepare them for manhood ennobled and enno-

bling, nay, for heaven itself, or help them on the headlong road to perdition. We all know that, though parents are the natural guardians of the child, often more of his waking hours are spent with us than with them, and that a responsibility proportionally greater rests with us. Especially in the large cities the degradation of many parents is something fearful to contemplate, and society demands of us that the next generation be wiser and better. These propositions will be denied by none, and all will assent to their legitimate conclusions. But do we feel them and act upon them? Does it come to us in the form of a living reality that in the last day there is One who will hold us accountable for the blunders we have uselessly made and for the shortcomings that a little care and thought would have avoided? Do we recognize the fact that our schoolroom errors are not like the errors of others that recoil merely upon their own heads, but that they affect the interests and the destiny of many? These are questions which each must answer for himself. I am well aware that statements like these are often regarded as mere empty declamation, figments of a fanciful brain, which will be dispelled by contact with the actual work and weariness of schoolroom life. I know that the teacher is assailed by a multitude of cares and vexations, wearisome and oppressive if he look not beyond the present. I know how thankless is his task, and how ill-rewarded is his toil. I know that if he does not fix his eyes beyond the narrow circle of to-day that his work is drudgery indeed. But I know there are men and women, teachers in this State and elsewhere, who never for a moment lose sight of the ultimate objects of their work, and who, in the midst of thronging anxieties and vexations, are animated still by just and generous views of educational labor—teachers to whom nothing connected with the true training of an immortal spirit seems pitiful or mean. I remember especially one teacher who seven years ago went to his reward. No discouragements ever daunted his enthusiasm. He was the friend and confidant of his pupils, and especially of the stupid and the wayward. He recognized his obligation to develop and brighten the image of God in every soul committed to his charge. He held it as his main duty to make pure and honorable men and women of his pupils. Precept

and example tended to accomplish this great aim. The maxims of his daily life were, to the end, of the loftiest kind—such as many teachers would sneer at and call transcendental and impractical. But he believed in them and lived squarely up to them, and to-day there are hundreds to rise up and call him blessed, hundreds who revere his memory and his name, and who look back to him as the true and steadfast friend and wise counselor who taught them in his own life the beauties of justice, truth, and magnanimity. When I close my work as a teacher, may my last end be like his.

The truth is that no great teacher has ever yet lived who has not left a record of this steady, strong, and elevated enthusiasm. Without it a great teacher is simply impossible. If any of you have it in your hearts to characterize all this as visionary and utopian, mere talk, that sounds well enough but is worth nothing, if you doubt the living power of what is called unconscious teaching, if you hope to supply in seeming what you lack in being, if you hope for an earnest school while you are apathetic, if you hope to inculcate love of learning while you make no efforts to widen the boundaries of your own knowledge, if you hope for love while you yourself are indifferent, if you fancy that dead machinery instead of warm beating life can operate a good school, I point you in triumph to the record of every great teacher the world has yet known. I do not wish to be understood that Michigan teachers are in especial need of lectures on this subject. I am confident that they are as earnest as their fellows in other States. But we all, here and elsewhere, need an awakening revival which shall effectually prevent us from falling into machine work and treadmill progress.

I have said elsewhere that all things work together for the good of the magnanimous. The truly great of soul make even their temptations minister to their steadfastness. So, at least in some degree, it may be with us all if we take the right steps for securing this result. Let us set in order our peculiar temptations.

The schoolroom is a little kingdom by itself and the teacher is its monarch, sole and absolute, except, perhaps, in some rare case of appeal. Democracy is a grand thing, but it will not work in the schoolroom. The teacher goes in and out before his school,

the embodiment of complete control. This little world is no miniature of the world outside. There "government gains its just powers from the consent of the governed;" here the governed have nothing to do with the government, and are only to yield obedience to laws which they have had no part in making. There, if authority wrongs the people, the people take ballots in their hand and down goes authority; here, if there is wrong, it must be endured in silence, or at least the chances of redress are remote and difficult of access. There, injustice is blazoned abroad and known of men; here, it is likely to be shut up in the hot hearts of two, the wrong-doer and the sufferer. In the outside world, the teacher meets his peers and stands on an equality with his neighbors; in the schoolroom he associates only with those whom he commands, and those who cannot dispute his authority and escape without penalty. Now after a time, is it strange that six hours a day spent in such association, six hours a day in the society of those who hear only to obey, six honrs a day spent without contradiction or opposition, should make a deep mark on any character not well fortified against its effects? The danger is that we sometimes forget that the schoolroom is not the whole world, and that it is not even at all like the outside world. A weak mind becomes iuflated with this constant deference. Its first effects are visible in the schoolroom in a positiveness so fortified as to regard itself next to infallible, in a sham dignity that can hardly acknowledge itself mistaken, in a pride of opinion that will give itself and others a month of unhappiness rather than recede from a position hastily and falsely taken. Receding from a position falsely assumed is not, on the whole, a dignified performance, nor one which most people will engage in from choice. But it is a thousand times more dignified and more honorable than maintaining it a single moment after its falsity is evident.

In these circumstances there is also danger that a keen sense of, and a genuine love for, strict justice become sadly blunted. Power, irresponsible even to such a degree as must be maintained in a well ordered school-room, is not favorable to justice, except in the hands of a true, rightminded man or woman. If there is a mean or tyrannical streak in the nature, in the school-

room as well as out of it, the use of almost unchecked power is sure to develop and deepen it. Its natural tendency is also to cultivate imperousness in the school-room.

These influences of school-life upon weak natures do not, however, work out their full fruition until they burst the narrower limits of the school-room and make their appearance in our intercourse with the world outside. Here the field widens, and there is no law to prevent us from making ourselves as ridiculous as we please. We may, if we please, repel, as a wicked insinuation aimed at our faithfulness and competence, the suggestions of the most intelligent parents, and hurl upon remonstrance in its mildest form the anathemas of our indignation, or bedew it with the tears of sadly injured innocence. We may become so self-conscious and so sensitive respecting our dignity that the world shall begin to suspect that what requires so much defense, and occupies so much attention, has no great inherent power, and that we are making "much ado about nothing." TENNYSON, in his Idyls of the King, tells us that the Knight GERAINT rode into an ancient town, intent on finding his enemy, and found the place in an uproar, noisy with the din of great preparation. He asked, concerning the hubbub, of a youth cleaning his master's armor, of an ancient churl sweating underneath a heavy sack of corn, of an armorer riveting a helmet on his knee, but could get no answer except, "The sparrow-hawk," "The sparrow-hawk," "The sparrow-hawk."

> "Whereat GERAINT flashed into sudden spleen,
> 'A thousand pips eat up your sparrow-hawk!
> Tits, wrens and winged nothings peck him dead!
> Ye think the rustic cackle of your bourge
> The murmur of the world!'"

In like manner it is possible for us to nourish one idea until good sense shall cry out upon us.

I think we may thus enumerate the principal dangers that arise from the surroundings of life in the school-room, and which *tend* to deform and throw out of its true symmetry the character of the teacher: 1st, Undue Positiveness; 2d, Imperiousness; 3d, Excessive Sensitiveness.

Observe, if you please, that I do not accuse teachers in general of being marked by these blemishes; that I am merely

pointing out dangers which it is well to arm ourselves against, and in reference to which self-examination is a healthful exercise. All my lifetime, my best friends and most intimate associates have been among my fellow-teachers. I greatly respect my profession, and not less do I respect the membership of my profession. I honestly believe that to-day the public schools in this country stand second to no other establishment in promoting the interests of decency, morality and good citizenship. I believe that, in taking from the streets daily many thousands of boys and girls, and holding them to order and respect for law several hours each day, the teachers of this country are doing a good work that finds its equal nowhere. So, pray, do not accuse me of taking the grumblers' side of the question. It behooves us, nevertheless, to see our dangers and shun them, to know our faults and cure them. Here, among ourselves, we may talk with a frankness that would come with an ill grace from one outside the family.

First in order, I have named undue positiveness, and have already detailed some of the circumstances from which it proceeds. This fault operates injuriously, both in the school-room and elsewhere. We are all fallible. None invariably escape mistakes. The spirit of over-positiveness induces us to take ground before we have thoroughly examined its soundness, and when once taken, pride of opinion offers us many motives for adhering to it. Please to distinguish between proper firmness, the result of careful thought or indisputable evidence, and undue positiveness. The one approaches a fact or a principle cautiously, and having arrived at a just conclusion, grasps it with a tenacity in exact proportion to its importance. The other jumps at its conclusions and maintains them, right or wrong, or at least until totally beaten and compelled to surrender in disgrace. In the discipline of a school nothing has a more pernicious effect. Reaching a conclusion very hastily, and often incorrectly, a positive judgment is rendered by the teacher, and he commits himself in a manner that makes retraction almost impossible. Having done this, he is in no state of mind to give its due weight to refuting evidence. The time-honored benefit of the doubt is lost to the culprit, and the teacher is suddenly placed in the position

of an eager prosecutor rather than in that of an impartial court. This results from a hasty and uncompromising committal of one's self, and could all be avoided by being a little less positive at the outset. There is, however, a degree of positiveness that is indispensable to the good disciplinarian. I have observed that good managers of children generally recognize the value of that principle of law which excuses one from answering questions tending to criminate one's self. Not that they would not insist on a truthful answer to such questions once asked, but they generally avoid asking them at all. On the contrary, weak disciplinarians are forever entrapping children in unpremiditated lies by the opposite course. Suppose you see a boy passing a note to his fellows in violation of a well known rule of school. You have seen the act with your own eyes, and need no more evidence upon it. Here the positive method is far preferable to the other. If any penalty be deserved, apply it at once without giving him the opportunity of telling you an untruth. Under such circumstances say squarely, "You have done thus and so," and not, "Have you done thus and so?" If time would allow me to discuss the subject of children's lies, I would attempt to show you that you throw in a child's way, by means of such questions, a powerful motive for untruthfulness. If he fears punishment, he will in the suddenness of the attack be likely to utter a falsehood, and then a thousand motives urge him to persistence in it. Pride, anger, loss of self-respect, all prompt him to pile up a very pyramid of lies.

When the over-positive come into either consultation or collision with the parents or guardians of those under their charge, they are placed at especial disadvantage, and the both parties rarely come to an amicable understanding. On the one hand there is the parent's often exaggerated notion of the brilliancy or the piety of his child, and on the other the irritation of the teacher at finding his course the subject of criticism or even of discussion. In all such cases let us remember that we may not be wholly right, and that the parent may not be wholly wrong. God has made the parent the first guardian of his child. While he has no right to interfere with the reasonable regulations of a school, nor to ask that general principles be deflected to suit his

convenience, the opinions of any intelligent man are entitled to at least a respectful hearing, when offered at a proper time and place. The art of teaching has not reached such perfection and permanence that it can afford to reject the opinions and observations of sensible outsiders. It is easy to send such a man away full of ill feeling and bad blood, and, though you may not accede to his wishes, it is just as easy to send him away believing that his child is at least in the hands of a just and judicious friend, who will guard and care for his interests. With the ignorant and perverse who attack your policy the case is different. No value can be attached to their opinions, but it is quite useless to tell them so. You stand upon a level far above them; do not lower yourself to theirs by engaging in altercations, or by paying back violent words in kind. In general terms, make a friend to the schools of every enemy whom you meet, if you can do so without compromising a valuable principle. Pardon in the ignorant some degree of violence in behalf of their children. Remember that it is the strongest instinct in human nature, wisely planted in the hearts of even the degraded for a useful and beneficent purpose. I believe there is much to be gained by a better understanding between the people and the schools, and that we consult the best interests of all concerned when we cultivate this better understanding. To-day, if the people cared more for the schools and felt a more wholehearted friendship for them, district officers would not be at their wit's end for means to erect more commodious building, and to pay their teachers respectable salaries, and in the larger towns, we should not at the beginning of each term be obliged to turn into the streets hundreds of children, who have a perfect right to the facilities for obtaining the rudiments of an education. I promised that this address should be a rambling one, and I find I have fulfilled that promise by wandering somewhat wide of the topic to which I, a few minutes ago, called your attention.

I have now to speak of the second danger to the character of the teacher arising from the autocratic government of the school-room, viz., Imperiousness. Some teachers who err in this regard have, I judge, the idea that a certain lofty *hauteur* of manner adds astonishing emphasis to a command, and so practice

it on account of its supposed good effects. Others fall into this way by insensible degrees, and practice it without being at all aware of it. Imperiousness sits tolerably well upon some persons. Some men and women seem born to command and to be obeyed. They may issue orders with an air which is simply absurd when attempted by others of different constitution. Imperiousness is a garment that fits people of the Napoleonic stripe passably well, but it hangs in a wofully draggle-tailed fashion about the heels of their mere imitators. Teachers who do the sham majestic, are forever coming to the most comical grief. From them you rarely hear a request; every wish takes the form of an emphatic command. I think that those who *assume* this style do so generally because they are conscious of an utter lack of the genuine commanding power, like the dog in the proverb that makes up in barking what it lacks in biting. Possibly the motive is a good one, but such a plan for securing obedience defeats itself, for the very manner of issuing the orders makes compliance, otherwise easy, hard and distasteful. A little drawing often moves a boy further than a vast amount of pushing. I well remember a terribly fierce and imperious little man, who had the ill fortune to teach our winter school one season when I was a boy. If only a door was to be closed,

> "The master waved his hand
> With a gesture of command,"

and gave his order in a style that FREDERICK THE GREAT might have copied with infinite credit to himself. There was an air about it that seemed to say, "You close it or you shall smell thunder." By and by we found him out, and found such entertainment in his performance that we generally gave him an opportunity for a repetition or two before we executed his order. He had a terrific way of summoning us from our seats on all occasions, even when he merely wished to get the loan of a quill or a pencil. It was a gesture executed with a magnificent air, but with a most appalling silence. We had a cheap way of turning this into a most gratifying entertainment, which was to affect to misunderstand the signal. The wrong boy was always sure to bob up with a great show of alacrity. As soon as he was seated by an awful frown and shake of the head, another wrong boy

was on his feet ready to obey the signal, while the right boy was staring around innocently and inquiringly, apparently wondering who on earth was meant. In this way we rarely failed to make him break his silence and put his wishes into words like an ordinary mortal. Some of you will say, "I would have taken all that out of you youngsters in a hurry." I have no a doubt of it, but if you are the one to accomplish that, you are not the one who would have started off on any such sham majestics.

As a general principle, I think, we may safely adopt the plan of making obedience as easy as the circumstances will allow, discarding commands when requests will accomplish all that is required. Let it be remembered in this connection that the essence of a verbal command is more in the tone and manner than in the words used. I may say, "William, explain your example," which has all the form of a command, in such a way as shall have the force of mere request, or I may say, "William, explain your example," in such a style as shall arouse all the antagonism of his nature. Again, what we want on the part of pupils is not only obedience, but *willing* obedience, as far as it can be secured. The great lesson of submission to wholesome restraint is best learned in the school room, and forms the surest preparation for a happy life, but we must remember that if submission is made irksome and wearisome to the flesh during boyhood, if the restraint is maintained only by fear of penalty, that we are doing what we can towards making law irksome to the future man and citizen, and preparing him for a restless and perhaps for a desperate life. There is scarcely another lesson of such value to a child, as that given when you teach him to be a cheerful law-abider. Now imperiousness puts the law always harsh side out, and makes its yoke heavy and its burden intolerable; and, if finally unwilling obedience is secured, it is likely to be an obedience of the body only while the soul remains unconquered and defiant.

In addition to all this, the good teacher, like the careful general, needs a reserved force at hand in case of emergency; so if you exhaust all your emphasis on trivial occasions, what have you left for desperate circumstances? The teacher who only on rare occasions makes use of the strong, stern, thrilling tones of

command, will, when such occasions come, be heard and obeyed. Keep your lightning, then, till there is something to strike, reserve your thunder till there is need of it.

Third in the catalogue comes Excessive Sensitiveness. For this there are several causes existing in the circumstances of school-room life. The innumerable cares, vexations and anxieties that daily assail a teacher, the thanklessness with which his best efforts are often received, the thousand misunderstandings of his motives, and misconstructions of his actions, the necessity of constant watchfulness against deceit, and unfailing vigilance against disorder, these, if they are allowed to corrode, worry and harrass, induce a state of chronic and nervous sensitiveness in many, and finally break down the health and ruin the disposition. This is especially true of teachers who shut themselves up in the present, and gain no steadfast and enduring strength from their faith in the future. This malady is at first only bodily, but it soon seizes the mind and makes it suspicious and sensitive to a painful degree. Doubtless there are many other causes which I have not enumerated here, and which I have assigned as sources of other evils. But whether I am right or wrong in my assignment of causes, this fact remains true, that over-sensitiveness is regarded by men outside of our profession as almost an epidemic among teachers. They believe that a teacher who, after much actual service, continues as sensible in these regards as the majority of his neighbors, is to be regarded as the subject of a miraculous deliverance. It is a little mortifying, but it is true nevertheless, that people expect us to be more or less testy and whimsical, easily irritated, and hard to satisfy in matters where personal status is brought into account. Doubtless they judge us harshly as they are apt to in most matters, not appreciating the circumstances which surround us, but my observation teaches me that there is some foundation for the opinion. Public opinion is by no means infallible, but its judgment, concerning both men and classes of men, is apt to be a near approach to the truth, only give it years enough to become well settled. And are not its judgments in reference to professions and occupation far more correct than those concerning individuals, for the very good reason that the last are bequeathed from father to son,

and revised and corrected by generation after generation, whereas, an individual, unless he be a great historic character, engages attention only for a few brief years. Does public opinion err widely in its judgment of the good and bad characteristics of sailors, of soldiers, of the various classes of tradesmen, of money-lenders, of artists, musicians, lawyers or physicians? Is it not better then to give some weight to its judgment, and attempt to reform the evil that it points out, than to meet the charge with a little tempest of indignation which shall go far towards confirming it in its belief? At all events you may rely upon the truth of the statement which I have made, as to the place assigned to us. Many of you know that I have made the statement very gingerly, and have diluted it as much as possible, for fear some-one shall fortify public opinion still more, and give it one more argument, whereby to sustain itself, by nervous restiveness under the charge.

Excessive sensitiveness manifests itself variously, and generally in uncomfortable ways. Those who have as a part of their work any oversight or superintendence of teachers, have, I doubt not, most frequently encountered it when, in the performance of plainly prescribed duty, they have been obliged to criticise, however kindly, the course of a teacher, to suggest a modification in management, to call attention to a neglected rule, and, most of all, when compelled to inquire into any occasion of complaint. There are some teachers whom it is impossible to approach on any such mission without encountering the most decided opposition. They will persistently construe any such approach into a direct attack, and fall back upon their strongest lines of entrenchment, prepared to battle to the end. There are others, not militant in disposition, who regard any such proceeding as a deep and almost a mortal injury, and meet you with all the airs of martyrdom. This sensitiveness, though not by any means the general rule, is more common than it should be. The direct effect of this falling upon the defensive when no attack is made, and nothing like one intended, is to close the door and double bolt to all genuine frankness in our communication with each other and our employers. It renders it very hard and

unpleasant to offer either criticism or suggestion, and would, if it were universal, involve us in constant wrangling, or else convert us into the most stupid of all things, a mutual admiration society.

And now, ladies and gentlemen, having suggested a few of the dangers incident to us as teachers, I ought perhaps to say something in reference to their prevention and remedy. In the first place, we must firmly resolve to stand against every influence that narrows and weakens us. We must be thoroughly convinced that there are *real* dangers in our path, and then we must shun them as we would a pestilence. To prompt us to such a course, let us sometimes contemplate the typical schoolmaster of the satirist, testy, truculent, dogmatic, narrow, peevish and perverse, great in little things and little in all great things —and then let us, in imagination, place beside him the picture of the great-souled, whole-hearted teacher, whose life-labor has been a labor of love and good will, upon whose heart, fortified by a noble sympathy and a generous enthusiasm, there is no scar from all the tempest of cares and vexations that have stormed upon him.

Another great safeguard of the teacher lies in systematic study and continual improvement. It is amazing how a teacher dries up and withers away who loses the habit of reading and study, and contents himself with knowing the little which he is called upon to teach.

Contemplation of the grand truths of science and of the sublime imaginings which genius in our own and other times offers to us, ennobles, and raises us far above the vexations of schoolroom life. We must not shut ourselves up within ourselves. We must bear our part as citizens and members of society. We must mingle freely with the outside world. We must come in contact with our equals and our superiors, where our word is not law, and our utterances are not oracles.

I have thus enumerated a few of the influences surrounding our mode of life which tend to mark the character of the teacher unfavorably. Let us remember that they are outnumbered by those of an opposite kind. It has not fallen within the scope of this address to speak of them, but their name is legion. When we meet together in council, it is better that we contemplate our liabilities to failure, and endeavor to set proper guards against them, than that we put in order our excellencies and our virtues. Let others do this, or rather, let our own works praise us.

What Becomes of Teachers?

IN this country the average time spent by teachers in their employment is very short. In other professions this time is usually the entire period of life between early manhood and old age. It is seldom that a physician, lawyer or minister, abandons his profession till death or old age intervenes. This fact is observable in most human employments. A man becomes a mechanic or a tradesman, with the expectation of spending the greater part of his life in his chosen occupation. In teaching, however, the case is strikingly different. A very large proportion of those who are now in the schools of our State will, within a short time, be found in other employments. Comparatively few, even of those who are known as professional teachers, spend more than fifteen years in the school room. It is pertinent to inquire then, *What becomes of Teachers?*

He who examines the annual report of the State Superintendent, will probably learn that at least seven thousand out of the nine thousand teachers in Michigan are women. It is not difficult to form a probable conjecture as to what will soon become of a large proportion of these. If sensible, as most of them are likely to be, they will marry before they have taught a year on the average. We are now speaking of those who set out with a deliberate purpose to become teachers. It is no empty compliment to say of such, that they very readily find good husbands. Did not a certain Governor once take a colony of New England schoolma'ms to the West? All along their line of travel we may find the *protegees* of Governor Slade, once teachers, now loved and honored housewives. Of ninety per cent of lady teachers it may be said with truthful brevity, *they marry*. Now, we may ask, "What becomes of the men? Has any one failed to observe how large a proportion of professional men have been teachers? It is safer to assume in conversation that clergymen were once teachers, than to accost a Celt as Patrick or Michael. In either case it is safe to anticipate a response. Probably one half of all the men who are teaching in Michigan to-day design to enter the profession of law, medi-

cine or theology. Teaching accords with the tastes of such, affords some leisure for study, and, withal, is a ready way of raising funds for an ulterior object. Of the other one-half, a comparatively large number will teach for only a few terms, and will then settle down to some manual employment. Only a small per cent. of the whole number design to teach permanently; and even a large proportion of these are forced by one circumstance or another to engage in some other vocation. Practically, therefore, teaching is not a profession, it can scarcely be called an employment. It is merely an *avocation*—a halting place on the road to some coveted destination.

The next query is, *Why is this so?* To a great degree this state of things involves its own continuance. Paradoxical as it may seem, teaching is not a profession, because men do not devote their lives and talents to it; and men do not do this because teaching is not a profession. The two motives which induce men to enter a profession are *philanthropy* and *money*. The motive is sometimes a mixed one; but as matters now stand it would seem that these two elements are inversely proportional, the field offering the best facilities for one, being barren of opportunities for the other. No one thinks of becoming a lawyer for the good he may do mankind, and the clergyman who expects to receive more than a competence is visionary to the last degree. What is the nature of the teacher's motive? So far as those are concerned who look directly towards another calling, an answer is scarcely required. They seldom look beyond the salary which shall enable them to reach a desired position. But there are others who teach from choice, and are not looking towards an ulterior object. These are they who constitute the profession of teaching, if indeed, there be such a profession. It is with reference to these that we ask why they do not continue to teach. If we mistake not, there are two causes which have a direct and constant tendency to induce teachers to abandon their profession.

We do not live in Patriarchal times, when men led a nomadic life, to-day pitching their tents beside some water-course, and to-morrow journeying towards another camping ground. Men have ceased to be sojourners, and eagerly fix upon some

spot where they may have a home, a sacred spot, around which the hand of affection gathers whatever may minister to the wants and the longings of the human soul. When the Trojan women left their burning city, they embraced the door-posts of their houses as a last token of their veneration for homes made sacred by alternate triumph and disaster—by social joys and the presence of the *Penates.* There is a profound and controlling sentiment in the human heart, which causes us to long for fixed habitations where we may continue to enjoy the society of those we love—where we may rest under the shade of the trees we have planted, and where at last we may rest from our labors. This love of home is the universal inspiration of the world's toilers. We are content to labor and to suffer if only we may be soothed and refreshed by the sacred consolations of our home. Here the worries of life do not intrude, here envious tongues are silent, here misrepresentation does not seek her victim. What advantages for the gratification of this sentiment does the teacher's life afford? In a majority of cases such a home as his tastes require is an impossibility. A house and grounds, books and pictures, presuppose an adequate income, such as not one teacher in fifty receives. This is not the place to inquire why this is so; but it is sufficient for the present purpose to state the fact which is patent to all. It is not true that teachers are chiefly, or even largely, influenced by the mere question of salary; and yet in these days of high prices it is necessary to look very carefully to one's resources. One of the causes which draw teachers into business or into the practice of other professions, is the certainty of a more liberal compensation. The education, industry and tact necessary to successfully administer the affairs of a public school, would, if devoted to other pursuits, yield a generous income.

But even granting that a teacher may be able to have a home as the result of his labors, what is the influence of the certainty that he can enjoy it but for a brief period? The position of the teacher in this respect is anomalous. To every active citizen of this world there is a constant liability to run counter to the feelings, wishes or interests of those with whom he has to do. Men's sentiments with respect to duty and propriety are

infinitely varied; and each one is subject to criticisms as varied as the phases of human character. In the voyage of life there is not merely a single Scylla and Charybdis, but every inch of progress is made hazardous by confronting dangers. Our liability to incur censure is increased by the multiplied relations in which we stand to others. Law presupposes relations, and the solitary dweller in a wilderness is free to do as he chooses, save only with respect to his Creator. A single companion would at once place him within the reign of human law, and as the community should successively add to its members, individual relations and responsibilities would be correspondingly multiplied. This same principle obtains in schools. The number of pupils determines the relations which they sustain to each other and to their teacher. Through each pupil the teacher is brought into relations with a family, and through successive families with a whole community. What is the nature of these relations? It is one of instruction and also of discipline. What is to be taught, when taught and how taught, are each questions which admit of widely different views. And then as to discipline it is hard to conceive of a matter involving such delicate and weighty issues. In every community there are those who object to every species of punishment; others sanction corporal punishment, but do not agree as to the occasion, mode or degree. In all these respects the teacher must act with some uniformity. All must be taught upon the same general plan, and for the same offense one cannot be whipped and the other dismissed with a pious admonition to do so no more. Upon these accounts, as well as upon others which will suggest themselves, the teacher stands in most intimate and varied relations, not only to his pupils, but to the community in which he lives; and by reason of this his every act is subject to the most varied interpretation. So far the teacher's position does not differ in kind from that of other persons; but another fact makes it peculiarly critical. Suppose all persons were obliged to employ a physician who had been hired at a fixed salary. Among his patients are believers in allopathy, homœopathy, hydropathy, &c., &c., &c. Imagine, if possible, the occasions, real or supposed, which might induce a criticism upon his professional

course. How long would one hold such a position, dependent upon the will of a community? In what essential respect does this differ from the teacher's position? The second cause which affects the continuance of teachers in their profession is the certainty that they cannot enjoy a permanent home. Multitudes are content to labor for a mere sustenance; but few are willing to always forego the enjoyments of a real home. Under the present system of education this state of things is unavoidable. A clear understanding of the difficulties which lie in the way of the teacher, and a catholic charity for the imperfections incident to humanity, will modify, but cannot altogether change this feature of the teacher's life.

Having thus attempted to show what becomes of teachers, and why they abandon their profession, we are led to inquire into the effects produced by this state of things. Education, the most comprehensive of all sciences, and the one which directly involves the dearest interests of humanity, is to-day in a rude state, having no well digested system of practice, and but few clearly defined principles. Rational practice is scarcely dreamed of. Empiricism is master of the field. How have other sciences grown to their present state? As history is the essence of innumerable biographies, so each science is the aggregate net result of individual discoveries in a particular field of investigation. The present generation of chemists received by inheritance the discoveries of all who preceded them; and they will transmit to their successors all this, and in addition whatever new truths they have themselves discovered. In the historical development of each science two thing are essential, an acquaintance with all the facts previously discovered and a zealous search after new truths. How is it with educational science? Recall the names of all who have devoted themselves to this subject. The list is a very short one. Name those who have stood forth prominently, even for a short time, as noted teachers, and have made valuable contributions to this science. The number is but little larger. Name the books which bear directly upon the science of education. In the next place how many teachers of to-day first learned all the great facts which have been discovered in this department, before entering upon the duties of

their profession? The answers to these questions are obvious, and the facts which they disclose may be traced directly to a sufficient cause—the lack of permanent devotion to the pursuit of teaching. When men in sufficient numbers choose teaching as a permanent employment, and carry into their work a spirit of scientific inquiry, there will be substantial and noticable progress in the science and art of teaching. But before this can be done there must be a radical change in educational systems. What the coming system shall be is the great social problem of the age.

CONDITION OF EDUCATION IN LA PLATA.

ALL lazy teachers should betake themselves at once to La Plata. In a report to the Minister regarding the reform of the Montserrat College at Cordova, the Rector, Father BEDOYA, states that there are only 170 days school in the year. The schools open in March and must close in the middle of October. The remaining time is occupied by vacations and examinations. From this 170 days there are at least two half day holidays to be taken each week, besides the religious and political festivals.

The State supports a University at Cordova and the above named College. Neither take very high rank, and the College is little else than a boarding school, and does not instruct its boarders, who must study at the University. Children who can scarcely read and write are received as students at the University. The higher studies are at once engaged in, and the pupil finally becomes a doctor or an advocate, although ignorant of the commonest things.

The explanation of this state of things is not far to seek. The native indolence of the Spanish Americans would be sufficient cause in itself. In addition to this, however, the College is under the control of the Jesuits. The Jesuit schools in Europe are excellent, but in South America they reflect the prevailing ignorance and degradation of the clergy.

EDITOR'S DEPARTMENT.

WITH the present number the TEACHER enters upon the last half of its third year; and we cannot forbear to assure its friends of its continued prosperity. It was foreseen that to make such a journal successful was no holiday task. Its early friends were doubtful of success, and its opponents sure of failure; but the opposition which it must meet was not half so formidable as the indifference which must be overcome. Happily for us, earnest toiling, ceaseless hoping and patient waiting have been rewarded. We do not complain of being misunderstood, or of having our purposes misconstrued. With all its faults, the TEACHER has been true to the principles it proposed to advocate. It has a constitutional loathing of quackery, empty pretense, conceited learning, and old-fogyism. It loves to lend a helping hand to every earnest, though humble toiler, to give a word of encouragement to the distrusting, and, so far as it has ability, to point the way to a truer success. These are its friends—those its enemies. With these we are proud to be a co-worker—with those we feel no sympathy, and desire no fellowship.

With the lines thus drawn, we gladly and hopefully address ourselves to the prosecution of this work. Heretofore, we have tried to act fearlessly, yet judiciously. We have never sought to be aggressive in the offensive sense of the term; but should aggression become a duty, and require a sacrifice, we were never so able to risk an encounter. So rapid and so constant has been the increase in subscribers that every copy of successively enlarged editions has been taken, until now we have a much larger list of actual subscribers than the old *Journal* in its most prosperous times.

We are under obligations to several friends who have sent us back numbers. We hope it will not be necessary to ask such favors in the future.

Let it be recollected that the TEACHER will not be issued for July and August. Please do not write us impatient letters, asking why the TEACHER for these months has not been received.

In this issue we send out bills to all who have not yet paid their subscriptions. We shall feel obliged if all such will remit promptly.

There will undoubtedly be many changes in the public schools before our next number appears. That we may be able to present a full record of such, we hope our readers will send us such information as may be of general interest.

The attention of County Superintendents and Principals is invited to the notices of meetings to be held at Marshall, commencing July 7th, 1868. Both meetings promise to be of great interest and profit, and we hope both will be well attended by all who are interested.

We publish in this number a programme of exercises for the next meeting of the National Teachers' Association, to be held in the city of Nashville, Tennessee, on the 19th, 20th and 21st days of August next.

"WONDERS WILL NEVER CEASE!" While one overturns the theory of gravitation, and recklessly leaves the heavenly bodies to jostle each other in lawless confusion, and makes the tides forget to flow and ebb—behold, a greater wonder is brought forth, and the long accepted and often demonstrated truths of geometry are shown to be falsehoods! This last grand achievement some of us have been accustomed to see performed by Freshmen for many successive years, as they have followed in the paths of illustrious predecessors, but now we have it accomplished and "writ in a book" by a full grown man, I suppose. This wonderful book is "BENSON'S Geometry," which would not deserve this notice were it not that efforts are being

made to bring it before teachers, and, by a bare possibility, some might be deceived. The book is so manifestly the work of a pretender and an ignoramus that no one acquainted with the elements of geometry could be deceived by it if he examined it, a thing which is not always done before books are introduced into our schools.

Take one of the wonderful discoveries as a sample of others. The author states, and proves, to his own satisfaction, "that the circle is to the square of its diameter *exactly* as 3 to 4." Moreover, he makes this the basis of a chain of beautiful deductions! Farther still, he has offered $1,000, he says, to any one who will refute his demonstrations! Now it is a truth readily shown that the *inscribed dodecagon* is *exactly three-fourths* of the circumscribing circle, therefore a part is equal to the whole! Beautiful, isn't it? Lest our author may not "see the point," it may be desirable to say that if a dodecagon be inscribed in a circle whose diameter is unity, and radii be drawn to its vertices, there will thus be formed twelve equal triangles. If now one of these radii be taken as a base, and a perpendicular be let fall upon it from the opposite angle of the triangle, this perpendicular will be one-half of the side of an inscribed hexagon, or one-half the radius. The base of this triangle is, therefore, $\frac{1}{2}$, and its altitude $\frac{1}{4}$; whence the area is $\frac{1}{16}$, and the area of the entire inscribed dodecagon is $\frac{12}{16}$ or $\frac{3}{4}$, which, according to Mr. BENSON, is *exactly* the area of the circle!

In his last report, Hon. VICTOR M. RICE, Superintendent of Public Instruction in New York, recommends the appointment of ladies as school visitors. A writer in the *Revolution* proposes that these visitors extend their care to the "Teachers' Institutes." He remarks:

"They should 'be clothed with official authority' to attend the Teachers' Institute, held under the supervision of the County School Commissioners, and see to it that when the aforesaid Commissioners have opened the sessions of the Institute, or, to use their own expressive term, 'have set the machine a runnin'!'—they do not retire to the unoccupied school-rooms, with a delegation of the masculine gender, and devote the hours that they are paid to give to the interests of education, to playing cards.

"Second. To see that the Commissioners and Teachers are in their proper places during the sessions of the Institute, instead of attending the Fordham races.

"Third. To see that Commissioners and Teachers are not paid from the school moneys for time spent in such recreations.

"Fourth. To see that the closing exercises of the Institute, known as the 'Teachers' Reception,' be not converted into a 'shindy,' and held in the most notable groggery of the county, where the Commissioners and Teachers —*Women Teachers*, it is a shame to say, join in the giddy dance with men so rotten with vice that they go from the fair hands and sweet smiles of those *educated* women (whom we pay to care for the culture and morals of our little ones), to the gutter at the door, and are found there at daylight, *dead! dead!!*"

Before the issue of our next number, each of the great political parties will have nominated a candidate for the office of Superintendent of Public Instruction. We had fully determined to keep silent, in this place, even concerning a matter in which we felt the deepest interest, and which there seemed to be an entire propriety in discussing in such a journal. Under existing circumstances, to discuss the merits and claims of different men, is a delicate task. To some we might seem influenced by prejudice, to others by a wish to forestal public opinion. The studied attempt of some to misrepresent our position, has at last led us to declare our feelings and wishes in this matter. So far as the present incumbent of the office is concerned, we are free to declare our opinion that his administration has been a failure —that our educational interests are languishing—that there is imperative need of a man in this department who shall have the confidence of at least those who are directly interested in the prosperity of our schools. We do not now feel justified in fortifying this opinion by specific statements. We believe we have merely said what multitudes feel to be true, and we protest that we have said thus only because duty seemed to require it.

The eyes of many persons interested in this matter have been turned to Prof. DANIEL PUTNAM, of Kalamazoo, as a gentleman whose enterprise and ability have placed him in the very front rank of educators. There is probably no man in our State who has so entirely won the confidence and respect of his fellow-teachers; and his long and successful service in the public schools, his comprehensive and progressive views upon educational topics, seem to give him preference over all others for the office of Superintendent of Public Instruction.

PRACTICAL DEPARTMENT.

TEACHERS sometimes forget or neglect certain duties which they owe to their successors. It is no easy thing to take up, without loss of time and advantage, the work of a school where it was laid down, unless the new teacher is fully informed of the exact condition of affairs. As one of the most important duties which a teacher owes to his successor, we would mention that of making him acquainted with as many of his patrons and pupils as possible. If one is compelled to do this without such assistance, it can be but very slowly done. Another duty is to leave such records and reports as will give the new teacher all possible information respecting his school. In a word, teachers should do for their successors just what they would desire for themselves under similar circumstances.

One of the most appropriate, as well as practical, matters to which we can refer, is the best way of spending a vacation. Leisure is a fine art which is uncultivated among us. Rightly employed, it is one of the most enjoyable of human experiences. Leisure is not idleness, but the very antithesis of it. Its very essence consists in having something to do, and an unlimited time to do it in. One of the most delightful pleasures is to sit down to some coveted work with the feeling that we may do it as deliberately and thoroughly as possible. This is *otium*, leisure. One of the very best uses which teachers can make of their vacation, is to enjoy the leisure which it affords. Of the pursuits which may occupy one's leisure, we will mention but two. Let it be remembered that, to engage in anything as a mere *task*, is to destroy the peculiar enjoyment of the leisure hour. One of the most common experiences of teachers is to be dissatisfied with present plans, and to wish to remold them into a more perfect form. To do this well, requires time for patient deliberation, and it is hard to find this in the midst of school duties. Something of this nature should be, and, doubtless, is done at the close of each day, each week, and each term; but it seems to us that the grand opportunity to revise one's plans wisely and well is at the end of the year, when the mind is relieved from the constant strain which will last from Friday till Monday in term time. This we conceive to be a delightful and profitable employment for a portion of one's leisure time in vacation. Besides this, the teachers ought to be very few who do not long for a leisure hour, in which to pursue some subject of interest, as the development of a new theory, the analysis of a strange compound, the perfection of some mechanism, or the reading of a new author. For all such the long vacation is full of golden opportunities.

Teachers often err in their manner of giving signals for the calling and dismission of classes. The signals should be as few as possible, and given in such a way as to indicate just what is wanted. They should be given in some quiet way, as by slightly tapping the table with a pencil, or by the soft tinkle of a bell. Each signal should be promptly obeyed before another is given.

Maps are soon ruined by careless modes of hanging them. The brass rings found upon them will very soon tear out, and the map will become loosened from the roller. The following has been found a very good way to hang maps. At a small distance from each end of the upper roller fix a small wire staple, such as are used in hanging picture frames. Connect these two staples by a very strong cord, and by this suspend the map. When maps are to hang permanently, the following way will be found very convenient. Fix a small pulley in the ceiling, and over this pass a strong cord. To each end of this cord attach a map in such a way that when one is down low enough to be easily examined, the other is above, out of the way. When maps are to be taken from one place to another, each room should be provided with a stand, consisting of a simple standard, supported on a firm base.

It would be of very great assistance to teachers if they kept a full and accurate record of each case of discipline as it occurs, stating the offense, proof of guilt, kind and degree of punishment, etc. The very habit of keeping such a record would have a tendency to make one cautious. Besides this, it would enable the teacher to more fully understand a case if it should come before him a second time; and it would often save serious troubles by furnishing to parents an exact statement of a given case.

Probably few are aware how large a number of persons are troubled with defective eyesight. Color blindness is a common thing, and not many possess eyes capable of giving them a correct account regarding the visible properties of objects which come under their observation. In a somewhat unique volume recently published by Dr. HERMANN COHN, of Breslau, there are some curious and valuable details upon this subject. An examination of the eyes of 10,060 school children showed that $17\frac{1}{10}$ per cent. had defective eyes. Of the entire number, 1,334 suffered from short-sight and refraction of the eyes. Doubtless, American schools could furnish similar statistics.

The Lighting of School Rooms.

There is every reason to believe that only a small proportion of diseased eyes is the result of inherited tendencies. Perhaps in nine cases out of ten it dates back to the first years of school life. Of the various causes tending to produce these evil results, defective illumination of the school room is the most potent. A bad light compels the pupil to bring his eyes unnaturally close to book and slate, while he has to strain them to an equal degree in order to see distant maps and diagrams.

Of all the lights in a room, that striking the pupils full in the face is the worst. Not only are the eyes dazzled, and vision made difficult, but the

blackboards and maps on the teacher's platform, being in shadow, increase the evil. A light coming from the right is nearly as objectionable, since it throws the shadow of the right hand upon the work. Cross lights are equally bad, because dazzling in their effects. The best light is that which falls from the left, and the next best one which comes from behind or above the pupils.

Another element is the height from which the light comes. Should the source be too low, it is evident that the various rows of pupils will cast troublesome shadows upon their neighbors' desks. Windows should be high, and the main light received from the upper parts, since the higher the light the shorter the shadows, and the less chance that one pupil will obstruct the vision of another. — Mich. Teacher

A considerable amount of the light in a room is the result of reflection from the walls. This fact renders their color a matter of no little importance. All dark colors, dark grey especially, absorb light freely, and should be avoided. On the other hand, the dazzling white of hard finish is not only injurious by its glare, but is furthermore in detestable taste. Nothing can well be more offensive to an eye with any appreciation for harmony of color than the perpetual white house and white fence which go to make up the typical American town. The best of all colors for walls is a cool, quiet, light grey, painted in panels of two tints, to avoid monotony.

An English author gives the following Rules for Teaching:

1. Never attempt to teach what you do not thoroughly understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information unless you call for it again.
4. Never use a hard word when an easy one will answer.
5. Never make a rule that you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

We copy the following *Index Expurgatorius* from the INDEPENDENT: Aspirant, Ignore, Humbug, Bogus, Taboo, Reliable, "Proudest Boast," States (says), Transpire (occur), "Being done," Role (part), Inaugurate (begin), "To base," Predicate, Progressing, To progress, Parties (persons), Indorse (approve) "Posted," Authoress, Portion (part), Raid, Bagging, Repudiate, Gents, Juvenile, Measurably, In our midst, Lady (wife), Lengthy (long), Loan, Ovation, Located.

BOOK NOTICES.

UNIVERSAL ATLAS, by THEODORE S. FAY. GREAT OUTLINE OF GEOGRAPHY, by THEODORE S. FAY. New York: *G. P. Putnam & Son.*

The maps of Mr. FAY'S Atlas are the work of B. HASSENSTEIN, the co-laborer of Dr. A. PETERMANN, and the leading cartographer of Germany. This is sufficient warrant for their accuracy and style of execution. For giving a very general survey of the earth's physical features, and a somewhat more detailed one of its political divisions, the atlas will be eminently useful. It is however far inferior to GUYOT'S in adaptability to a true study of geography. The very foundation stone of this study is a knowledge of the relief of the earth, and it is precisely this that is thrust into the background in FAY'S atlas. Indeed almost the only place where it receives attention is in a map of the world. In this map the grades of elevation are shown by shades of brown, but no details of surface character are given. This mode of representing elevation was first used by Dr. VOGEL and OTTO DELITZSCH in their "School Atlas," but on a much larger scale than here. The maps of the continents are colored by Mr. FAY, according to political divisions, and features of relief very sparingly presented. Hence, while the Atlas will prove a valuable aid to obtaining a general knowledge of geography, or to recalling and reviewing earlier studies of the subject, it is unfitted to form the basis of a thorough and systematic knowledge of the science.

The "Great Outline" presents a good statement of the leading facts of geography, corresponding in the prominence given to especial topics to the construction of the Atlas. The author has a habit of introducing matter entirely foreign to this subject, and occasionally indulges in eloquence truly Tupperish.

Mr. FAY proposes that the teacher shall read the "Outline" to the pupils, who are to follow its details upon the map. Such a process of teaching is in direct opposition to the principles of true method. No law of pedagogy is more imperative than that which enjoins the cultivation of the pupil's independent self-activity. Mr. FAY'S method is simply a pouring in process, and will contribute but little to the mental growth of the child. The experimental method is as applicable to geography as to chemistry, and is the only one in harmony with the philosophy of education. The child must not be told what he is expected to find on a map, but he must be led to *discover* the contents and trained to state his discoveries in words. Mr. FAY remarks that the work will be "useful to mothers, governesses,

elder sisters and brothers, who, *even when not prepared by previous study*, will find no difficulty, by its aid, in taking the younger members of the family through the whole course." It may be so. But a book which enables persons to teach geography, who know nothing about it, stands in no inconsiderable danger of being shunned by those who have studied the science.

ELEMENTS OF LOGIC. By HENRY N. DAY. New York: *Charles Scribner & Co.*

While instruction in "Mental" or "Intellectual" Philosophy forms a part of the curriculum of our leading schools, there are few that take up the study of Logic. And yet it would seem that the study of mind demands as its complement a knowledge of its modes of action, and the laws according to which its processes should be conducted. Logic has also a very close relation to the study of language, and in the opinion of many educators—LATHAM amongst others—forms its foundation, since the formation of judgments and conclusions takes precedence of their expression.

The study of Logic, of course, never makes a thinker where no capacity for thought exists. Yet the man who knows the steps by which he attains a right conclusion, is more like to be able to repeat the process than one who is ignorant of it. And the mastery of the subject matter of a good treatise on Logic gives a discipline not to be despised.

Prof. DAY'S Logic possesses the same admirable characteristics as his works on Rhetoric and Composition noticed last month. In clearness of statement, simplicity of style and systematic arrangement, it is unequaled. The treatment of the Syllogism, and the section on Methodology, call for especial commendation. The latter indeed is unique, both in conception and execution. A very useful Logical Praxis forms the third division of the volume. The appendix has articles on Induction and the Origin of Language.

LIPPINCOTT'S MAGAZINE contains articles upon American Forests, Conversion of the National Debt into Capital, American Culture, and an account of the Home of ROBERT BURNS. In a paper upon Popular Novels an attempt is made to elevate THACKERAY at the expense of DICKENS. The writer repeats the stereotyped cry about his having "written himself out," etc. To such criticism the best reply is an appeal to the books themselves, with the certainty of a verdict for DICKENS. ALGERNON CHAS. SWINBURNE contributes a poem of great beauty, entitled "Sienna."

The leading articles in the NEW ENGLANDER for April are: The Present State of Philosophy, by Prof. C. W. SHIELDS; A Museum of Christian Art, by Rev. J. P. THOMPSON; The National Debt, by HENRY C. KINGSLEY; and Impeachment and Military Government, by Ex-Governor HENRY DUTTON. Prof. SHIELD'S article possesses especial interest. He believes that we are tending toward a philosophy which will form a "logical conciliation of the Absolute Philosophy and the Positive Philosophy," and shall be "their sequel and complement."

THE REPUBLIC OF LIBERIA: By G. S. STOCKWELL. New York: *A. S. Barnes & Co.*

We commend this work to our readers as giving a large amount of information about a little known country. The book is written in a straightforward, unpretentious manner, and gives a full account of the geography, climate, productions and history of the colony.

The twenty-first number of the AMERICAN ATHENÆUM has a good article on the Educational Influences of Pictures, and another upon University Reform. This weekly occupies ground untouched by any other periodical, and is well worth the attention of educators.

The CHEMICAL NEWS for May gives the conclusion of Prof. TYNDALL'S lectures to boys upon Heat and Cold. They are models of clear, simple statement and apt experiment. We wish they might find their way to all who are called upon to teach Natural Science to children.

Mr. S. H. SCUDDER contributes a paper to the May number of the AMERICAN NATURALIST upon the Songs of the Grasshoppers. It contains a clear account of the mechanism for producing the sounds, and closes with two pages of a musical notation of the songs. Mr. F. W. PUTNAM broaches the question, "Do Snakes swallow their Young?" and appears to think that the balance of evidence is in favor of the affirmative. In the Natural History Miscellany Prof. ASA GRAY discusses the Vitality of Seeds in view of the commonly received statement that the so-called mummy-wheat originated from seeds taken from Egyptian mummies, Prof. GRAY thinks it more probable that there has been some mistake in the matter, or that the Arabs practiced some deception, than that seeds 2,500 years old ever germinated.

The PEOPLE'S MAGAZINE for May contains an interesting account of Fire Escapes in London and their conductors. The second paper of the English Literature Series discusses the Emblem Writers, and pays a merited tribute to FRANCIS QUARLES and GEORGE WITHER. There are also papers upon the Pilchard Fishery; The Sense of Smell; Volcanoes; and upon Savings Banks. The frontispiece is engraved after a beautiful picture by Faed, "The First Sunbeam." The other full page illustration is "An Arrest during the Reign of Terror," from a painting by Gigout.

THE HERALD OF HEALTH for June brings many articles of interest and value. Mrs. HORACE MANN has one on *The Care of Little Children;* Miss E. P. PEABODY one on *The Kindergarten Schools of Germany*, which give much information relative to those valuable places of child growth and culture. Mrs. E. O. SMITH, Mrs. R. B. GLEASON, Rev. H. W. BEECHER and others have contributions in this number. With this number closes the second yearly volume of this valuable magazine since it came under the present editorial management. Published by MILLER, WOOD & Co., at $2.00 per annum.

"MARGARET," a Tale of Life in a Prairie Home, by LYNDON, is published by CHAS. SCRIBNER, of New York. This volume of 350 pages in beautiful cloth binding is a very readable book, showing many phases of human life. It has a home way with it that many will prize.

PUTNAM'S MONTHLY MAGAZINE of Literature, Science, Art and National Interests continues to add to its reputation, and has succeeded in establishing its claim to a high rank among the best periodicals of the day. Its articles touch upon interests that affect the welfare of our nation, in its social relations as well as in the civil and political rights of its citizens. In the June number we find *Out-of-the-way Books and Authors*, by E. A. DUYCKINCK; *Too true*, continued; *Fidelia* (poem), by BAYARD TAYLOR; *Peter Blossom and Martha go to a Party*, by THOM. WHITE; *Mercury*, by SCHELE DE VERE; *A Morning among Autographs*, by WM. YOUNG; *Something about Women*, by C. H. DALL; *The Low Down People*, by Col. J. W. DE FOREST; *The Blue and the Gray*, by S. M. ALCOTT; *A New Yorker in Japan*, by J. BISHOP PUTNAM; with others all good and entertaining. The June number completes the first volume. Published by J. PUTNAM & SON, New York.

THE LADIES' FRIEND comes in its June dress with its usual fine engravings, plates and illustrations. AMANDA M. DOUGLAS, Miss A. L. MUZZY and ELIZABETH PRESCOTT are among the contributors for this number, which, with its stories, poems, &c., is welcomed by its many lady readers. DEACON & PETERSON, Philadelphia.

Lovers of music, its history and progress, receive with pleasure the UNITED STATES MUSICAL REVIEW. In the June number is a review of "Ole Bull, his Critics and the Violin;" also an article on "The Melody of Flowers." Among other things, the music, "Good Bye, Old Home," by WILL HAYS, and three or four other pieces, are worth all the number costs. J. L. PETERS, of New York, who publishes this Review, issues the *Monthly Glee Hive* and *Companion for the Flute, Violin and Piano*, each of which began its first volume with May.

SHEET MUSIC.—DOWAGIAC, *N. B. Hollister*. "The Grave 'neath the Willow," is a beautiful song and chorus by the publisher, which will find an echo in many a mourner's heart.

"Angel Millie Dean," another song and chorus, by the same, is a sweet and attractive piece.

"The Thespian Waltz," by J. RIX, has many fine strains in it, but lacks variety.

Just as we go to press, we receive from JOHN H. AMMON, Chicago, MARSHALL'S engraved portrait of General GRANT. Nothing of its kind can excel this engraving in fidelity to life and beauty of execution. It is published by TICKNOR & FIELDS, and for sale by JOHN H. AMMON, Chicago, who is the Western Agent. Agents are wanted in every town.

ELDREDGE & BROTHER, of Philadelphia, have in press a new work, by Professor HART, entitled, "IN THE SCHOOL ROOM; or, CHAPTERS ON THE PHILOSOPHY OF EDUCATION."

The younger readers have all they could wish, to please and instruct, in the Juvenile Periodicals, which monthly bring gems of stories, songs, puzzles, &c., to their eager hands. *Our Young Folks* is more than ever attractive, and serves to keep its readers in-doors many hours which would otherwise be spent in the streets. The *Schoolmate* is a faithful mate to every pupil who has it, and furnishes excellent reading for the home circle and the reading class. (We have a class of forty or more using it with the best of success, giving gratification to pupils, parents and teachers.) *Our Schoolday Visitor* is a handsome child companion at home, a good reading book in school, and just meets the wants of its little readers. *The Little Chief* deserves its share of the patronage of the youthful readers, all of whom are delighted with its well filled pages. *The Nursery* grows in favor with mothers, teachers and children, and is just the thing to amuse by its pictures, and instruct by its stories.

BOOKS RECEIVED.

From LEYPOLDT & HOLT, New York: *The Huguenot Galley Slave; Chaucer's Legende of Goode Women; Selections from the Kalevala; King René's Daughter.*

From J. C. GARRIGUES & Co., Philadelphia: *The Sabbath School Index.*

From D. APPLETON & Co.: *Quackenbos' Practical Arithmetic; Prendergast's Mastery Series*, French, German, and Hand-Book.

From C. SCRIBNER & Co.: *Language, and the Study of Language.*

From G. P. RANDALL, Chicago: *Hand-Book of Designs*, containing Plans in Perspective of Universities, Academies, School Houses, &c.

From WILSON, HINKLE & Co., Cincinnati: *Harvey's English Grammar.*

From HARPER & BROTHERS (JOHN H. ROLFE, Chicago): *Phonic Charts* (II), for Self training in the Sounds of Language; *Loomis' Treatise on Meteorology.*

PERIODICALS.

The North American Review, for April; *The Atlantic Monthly; Our Young Folks; Every Saturday*—TICKNOR & FIELDS, Boston.

Littell's Living Age, No. 1254—LITTELL & GAY, Boston.

The Journal of Speculative Philosophy—WM. T. HARRIS, St. Louis.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

STATE TEACHERS' INSTITUTES.

MUSKEGON.—The Institute of this place opened April 27th, in charge of State Sup't HOSFORD, assisted by Prof. D. P. MAYHEW of the Normal School. Sup't HOSFORD lectured upon the topics of Reading, School Organization and Government, Arithmetic, etc., while Mr. MAYHEW treated the subjects of Geography, the Philosophy of Education, the Mental Faculties, etc. There were fifty teachers present, who listened with much interest, and will doubtless be much benefited by having attended the Institute.

NEWAYGO.—Sup't HOSFORD opened the Institute at this place on May 4th He was assisted by Prof. MAYHEW. Both presented the topics usually given at Institutes, and those who listened were much benefited thereby. Sixty teachers attended the sessions of the Institutes, and will doubtless do better work in the schoolrooms for the little time and expense they have given to better prepare themselves for their work.

SUMMARY.—Seven Teachers' Instiutes have been he'd this spring, under the direction of the State Superintendent of Public Instruction, sustained by tue Act of Legislature voting funds for this purpose. These Institutes have been held four and one-half days each, employing two or more lecturers at the expense of the fund voted by the Legislature for that purpose, "which sum shall not exceed one hundred dollars for each Institute of five days duration." The whole number of teachers receiving the instruction of these seven Institutes is about seven hundred, an average of one hundred to each Institute.

HOUGHTON INSTITUTE.—The State Superintendent has called an Institute to be held at Houghton for the benefit of the teachers of the Upper Peninsula. The Institute is to open July 1st, and continue until the close of the week following. Prof. SIDNAM, of Houghton, extends a hearty invitation to teachers of the Lower Peninsula, and bids them a cordial welcome to the hospitality of the citizens of Houghton. It will be a pleasant and profitable trip to those who need rest and can afford the means necessary to travel.

COUNTY INSTITUTES.

BERRIEN COUNTY.

Sup't FORD held his third Institute at New Troy, beginning April 20th. Lectures were given by the County Superintendent upon various topics, including Geography, Grammar and Orthography, treating mostly upon methods of teaching them and the use of charts, maps, etc. He also urged the valne of teachers' libraries and the means of getting them. Prof. J. RUSSELL WEBB presented the Word Method of teaching reading, much to the benefit and instruction of those present. Prof. R. V. CLARK, of New Troy, assisted by lecturing upon Practical and Mental Arithmetic. Upwards of thirty teachers were present, who expressed their gratitude and appreciation of their advantages in a series of resolutions, from which we copy the following:

Resolved, That we tender our heartfelt thanks and best wishes to Hon. H. A. FORD, our worthy County Superintendent of Public Instruction, for the interest he has manifested in teachers and taught generally throughout this county.

Resolved, That in the Word Method of teaching, as presented by Prof. J. R. WEBB, we recognize a system which in its principles, simplicity, thoroughness and adaptation to the spirit of improvement, is unsurpassed by anything heretofore presented on the subject.

Resolved, That we tender to Prof. R. V. Clark our thanks for the instruction and exercises which he presented to the members of the Institute on the subjects of Penmanship and Practical and Mental Arithmetic.

Sup't FORD opened his fifth Institute at Millburg, April 27th, by a lecture upon the Philosophy of Education. In the exercises of the occasion, the Superintendent was assisted by Profs. J. RUSSELL WEBB and E. F. ADAMS, the latter lecturing upon Geography and Map Drawing. The Question Drawer was a means of giving much useful information to the teachers. Usual resolutions of thanks were voted. Fifty teachers attended the sessions, twenty-four of whom received certificates upon examination by the County Superintendent.

The next Institute held in this County was at St. Joseph, at which Sup't Ford was assisted by Profs. J. R. WEBB, E. F. ADAMS, D. SIMMONS and G. CLAPP, Esq., who presented the usual topics. About fifty teachers were present, fifteen of whom upon examination received certificates. An exchange says:

"The exercises closed with a very able lecture from G. S. CLAPP, Esq., subject, 'The Tasks of the School Room.' The Institute was in all respects a success. Too much cannot be said in praise of the untiring industry and energy and the discretion of Sup't FORD, in the management of these Institutes. We shall expect to see the best of results flowing from these exercises, in the schools taught by members of the Institute."

Sup't FORD closed his series by one at Three Oaks, at which time assistance was rendered by Profs. J. R. WEBB, E. F. ADAMS, C. L. WHITNEY and Rev. JAS. GOODRICH. The usual interest was manifest and shared by the citizens and the thirty teachers present, many of whom received certificates.

SUMMARY.—At the several County Institutes sending us notes, there has been an aggregate attendance of nine hundred and fifty teachers, being an average of fifty to each. These have cost nothing save the County Su-

perintendent's time, at $5.00 or less per day, save in one or two counties in which the expenses of those assisting have been paid. The instruction given has been of the most practical kind—that which the Superintendent has seen was needed by the teachers of his county. Such meetings bring the Superintendent and teachers together, and are thus better prepared for their united labors. Each county should have a fund placed at the disposal of the Superintendent, to be used in securing aid in such Institutes. Such a sum has been voted in Genesee county. Surely such men as Sup'ts BRIGGS, of Macomb, FORD, of Berrien, PALMER, of Barry, and BROKAW, of Ionia, would do great good in using similar aid.

ASSOCIATION OF COUNTY SUPERINTENDENTS.

SEMI-ANNUAL MEETING.

The Semi-Annual Meeting of this Association will be held in the city of Marshall, commencing on Tuesday, the seventh of July, at two o'clock in the afternoon, and continuing until noon of Thursday following.

The following is a partial programme of the topics and exercises of the meeting:

A paper upon "The Township System of Schools," by Sup't D. B. BRIGGS, Romeo.

"Visitation of Schools," Sup't H. A. FORD, Niles.

"Examination of Teachers," Sup't A. B. DARRAGH, Jackson.

"Rate Bills," Sup't J. H. PALMER, Nashville.

Question for discussion, "Should Common Schools have a Regular Course of Studies?"

A free conference upon "The Results of the Year."

Such other topics will be introduced as the members of the Association may desire.

An Address will be delivered on Tuesday evening by the President, Sup't D. PUTNAM; subject, "Importance of the change from Township to County Inspections."

And on Wednesday evening by Sup't J. D. PIERCE, Ypsilanti; subject, "Sketch of Early Times."

A cordial invitation is extended to teachers, school officers, and all others interested in the progress of education, to attend the meeting.

By order of the Executive Committee.

ASSOCIATION OF SUPERINTENDENTS AND PRINCIPALS OF UNION SCHOOLS.

This Association will hold a meeting at the same place and on the day following that of the County Superintendents' Meeting (Marshall, July 9th, 1868).

Papers will be read by Superintendents DOTY, of Detroit, STRONG, of Grand Rapids, PAYNE, of Ypsilanti, EASTABROOK, of Saginaw, President HAVEN, of the University, C. L. WHITNEY, of the Normal School, and others.

Important topics connected with the organization, instruction and discipline of graded schools will be discussed.

Opportunity will also be given for a free interchange of views upon all subjects connected with educational work.

All Superintendents, Principals, and Teachers of Union or Graded Schools, and all interested in the cause of popular education, are invited to attend. By order of the committee.

MICHIGAN FEMALE COLLEGE.

The examinations of the Michigan Female College will commence Thursday, June 25th, and continue through Friday and Monday. The Anniversary Sermon will be delivered Sabbath evening, June 28th, by the Rev. B. F. COCKER, of Adrian. The lecture before the Young Ladies' Calliopean Society will be given Monday evening, the 29th, by T. C. ABBOT, President of the Michigan Agricultural College. Commencement exercises will be held Thursday, the 30th, opening at 7½ o'clock P. M., and be followed by the Baccalaureate Address by Miss A. C. ROGERS, Principal of the College.

DETROIT MEDICAL COLLEGE.

The plan of establishing a Medical College at Detroit, which has been cherished for several years, having received a new impetus from the trouble in the Medical Department of the University, has finally attained success. The sum of $30,000 has been subscribed, and three buildings leased from the trustees of Harper Hospital. The following corps of professors have been chosen: C. L. FORD, M. D., professor of anatomy; S. G. ARMOR, M. D., professor of principles and practice of medicine; A. B. PALMER, M. D., professor of clinical medicine, materia medica and therapeutics; E. W. JENKS, M. D,, professor of obstetrics and diseases of women and children; T. A. MCGRAW, M. D, and D. O. FARRAND, M. D., professors of principles and practice of surgery; G. P. ANDREWS, M. D.. professor of physiology and microscopy; S. P. DUFFIELD, Ph. D., professor of chemistry and toxicology; P. P. GILMARTIN, M. D., adjunct professor of obstetrics and lecturer on medical jurisprudence. Arrangements have also been perfected for purchasing one of the finest and most extensive private anatomical collections in the United States.

NORMAL SCHOOL EXAMINATIONS.

The present term examinations begin on Monday, June 29th, and close on Wednesday, July 1st. Examinations for the Training Certificate are now taking place. There are about fifty candidates for this certificate. The examinations will be conducted upon the most rigid system, and only the deserving receive the certificate.

JACKSON—The Board of Trustees of the St. Mary's Female Seminary (Episcopal) have received and accepted a plan of the same, submitted by J. R. DIBBLE, of Saginaw. The contract has been let to Mr. IRA TOPPING, of this city, at the stipulated price of $21,800, for the main building only. This will be 50 by 65 feet, four stories in height, finished in the French style of architecture, with the inevitable Mansard roof. The ornamented part will be

iron and stone trimmings, and a piazza and balcony in front, with heavy ornamental cornice. The excavation and grading of the lot was done last fall, and the brick hauled on to the ground. By the terms of the contract, the building will be enclosed by November of this year, and completed by August of 1869. The position of Chancellor of the Seminary will be assumed by Dr. D. T. GRINNELL,* Rector of St. Paul's Church of Jackson.

The contract for the building of a public school building for the Fourth Ward or east side of the city, was awarded Mr. IRA TOPPING, for $22,550, exclusive of furniture or heating apparatus. The building will be located on the site of the present school house, with entrances on Fort and Detroit streets. It will be 75 feet square and four stories high, including basement, containing eight school rooms. A hip roof covered with Vermont slate will be surmounted with an ornamental tower and belfry. The building when finished will be a credit to the east side and an ornament to the city. It will be of sufficient capacity to accommodate about 500 pupils.

At a public school meeting held in pursuance of a call made by the Board, to submit plans and specifications for the new Ward School, to be built in the west part of the city, the appropriation of $6,000, made last fall, was deemed inadequate, and a resolution was offered instructing the Board to use about $2,000, which remains after paying the current expenses of the year, and furthermore to build the school house after the plans submitted, provided that the total expense does not exceed $9,000, including furniture and heating apparatus.

ANN ARBOR.—The Annual Catalogue of the officers and pupils of the Ann Arbor Public Schools for the academic year 1867–8 has come to hand. It is a handsome pamphlet of fifty-six pages, contains a fine cut of the Union School building, and statistics of the several schools and other interesting matter, all well arranged, reflecting credit upon Prof. E. JONES, Superintendent of the City Schools, under whose supervision the work was issued. From the statistics we learn that the whole number of pupils enrolled is 1,868, averaging a daily attendance during the year of 1,267.

DOWAGIAC.—The Monthly Report of the schools of this place for April shows the number enrolled for month to be 44, for the year 762. Average number belonging, 438. Average attendance, 414. Tardiness, none. Per cent. of attendance, 95. Number belonging at date, 442. Number of visitors, 35. The report for May shows 18 enrolled for the month Average number belonging, 445. Average attendance, 402. Per cent. of attendance, 90. Number belonging at date, 436. Number of Visitors, 54.

Miss SARAH ROGERS, of Decatur, takes the place of LYDIA E. HEBRON, resigned.

The Lyceum had just held a successful exhibition, the proceeds of which are to be used to ornament the High School room.

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*The Rev. D. T. GRINNELL, D. D., died at his residence at 11 o'clock P. M., June 2d, of inflammation of the brain—the *medulla oblongata*. No man in Jackson was so universally beloved, and the loss of none other would be so keenly felt. He was a man eminent for his generosity and practical Christianity, as well as for his devotional piety. He came to Jackson in early manhood, and for over twenty-one years has faithfully officiated as Rector of St. Paul's Church His age was 51. He leaves a wife and five daughters, who have lost a dear and devoted husband and father, as the community have a just man.

PERSONAL AND MISCELLANEOUS.

PROF. JAMES R. BOISE, the distinguished Professor of Greek, formerly of the Michigan University, has lately received from the University of Tübingen, Germany, a diploma, conferring the honorary degrees of Dr. of Philosophy (Ph. D.) and Master of Arts (M. A.) This honor is all the more noticeable from the fact that the University of Tübingen is one of the oldest and greatest Universities in Germany, an institution, too, which never scatters its honors profusely.

President H. P. TAPPAN is now visiting Prof. BRUNNOW, in Berlin, and it is hoped that he will soon return to America, and put through the press a philosophical work on which he has been engaged many years. This work was nearly ready for publication a year ago; but its author has delayed its issue in order to deal more thoroughly with the latest phases of the controversy between STUART MILL and the disciples of Sir WILLIAM HAMILTON.

Prof. FRIEZE, of Michigan University, probably will not accept a similar position in Cornell, all reports to the contrary notwithstanding. So says the *University Chronicle.*

Prov: E. P. EVANS, of the University, left for Europe a few days since. It is expected that he will return in time to commence his duties at the beginning of the next college year.

The County Superintendent of Schools of Lapeer County, Rev. WILLIAM BARTLE, has resigned, and is going to Illinois. He is a man of fine talents and will be much missed.

O. D. THOMPSON, of Utica, has been engaged as Principal in the Union School in Lapeer, *vice* Mr. JAMES VINCENT, whose term expires in June.

Prof. JAMES H. VINCENT has been appointed County Superintendent of Schools for Lapeer County, *vice* Sup't BARTLE, resigned.

Mr. CHARLES H. SWEETZER, of the *Evening Mail,* will read the poem before the annual convention of the Psi Upsilon Fraternity, at Ann Arbor, on the 17th and 18th of June. The Hon. GALUSHA A. GROW, of Pennsylvania, is to be the orator of the occasion.

The new Union School building at Holly is approaching completion, and will be a credit to the place. It is of brick, four stories, and will cost about $25,000.

The Lawton village school opened last month under the charge of Miss BRADLEY, of Decatur.

Capt. J. F. COVEL, the efficient County Superintendent of Schools in Montcalm County, in addition to his other duties, has delivered some fifty lectures during the winter upon educational topics.

Superintendent GASTON designs holding a two days County Teachers' Institute at Cassapolis some time in June.

The Cass County Teachers' Association will hold a meeting at Vandalia the fourth week in July.

Sup't BALLOU, of Allegan County, has granted at his spring examinations eight first grade, sixteen second grade, and one hundred and thirty-three third grade certificates.

J. B. SHORT, of Pontiac, died a short time since at Cincinnati. His illness was the inflammation of the bowels, and was soon fatal. Mr. S. was a young man of promise, and was for a time principal of the school at Lexington. His death will be long mourned by a large circle of relatives and warm friends.

MATTERS ABROAD.

AMERICAN.

NATIONAL TEACHERS' ASSOCIATION.

The next annual meeting of the National Teachers' Association will be held in the city of Nashville, Tennessee, the 19th, 20th and 21st days of August next. The Legislature of Tennessee has by joint resolution welcomed the Association to the Capitol of the State, and tendered the use of both the Senate Chamber and the Hall of Representatives for the sessions. Gen. EATON, the State Superintendent of Public Instruction, with the hearty co-operation of the principal educational men of Tennessee, is preparing to receive the Association with one of the warmest welcomes it has ever met. The railroads entering Nashville will carry delegates and members to and from the meeting at half fare. Arrangements are in progress to present an unusually rich programme, and it is hoped that a full representation of the educators of our whole country will be present.

As soon as practicable, another circular will be issued, giving the programme in full, and directions as to the best routes of travel from the East, North and West.

Will you not aid in extending information concerning the meeting? Invite the papers of your vicinity to make a notice of it.

The National Normal School Association, and the National Association of School Superintendents, will hold their annual meetings in connection with this meeting. Many of the leading educators of America may be expected, and questions of profound and far-reaching interest will be discussed.

J. M. GREGORY, *Pres. Nat. Teachers' Association.*

Illinois Industrial University, Champaign, Ill., May 1st, 1868.

AMERICAN NORMAL SCHOOL ASSOCIATION.

The annual meeting of the American Normal School Association will be held in Nashville, Tennessee, on Tuesday, August 18th, 1868. The order of exercises will be as follows:

At 9 o'clock A. M., the meeting will be opened for Introductory Addresses and the transaction of business.

At 10 o'clock, an essay will be read by Prof. GEORGE M. GAGE, Principal of the State Normal School at Farmington, Me. Subject—"Educational Errors."

At 11½ o'clock, a discussion. Subject—"The Usefulness of Model Schools in connection with Normal Schools, and the proper mode of conducting them."

At 2 o'clock P. M., an essay will be read by Prof. JOHN GOODISON, of the State Normal School at Ypsilanti, Mich. Subject—"Normal Instruction in Geography."

At 3½ o'clock, Prof. WILLIAM F. PHELPS, Principal of the State Normal School at Winoni, Minn., will present a Report on "The Organization—including Grading and Course of Study and Training—of Normal Schools."

At 7½ o'clock, an essay by Prof. M. A. NEWELL, Principal of the State Normal School at Baltimore, Maryland. Subject—"Text Books."

The subjects of the several essays will be discussed, as far as time shall permit.

The meeting of the National Association of School Superintendents, and that of the National Teachers' Association, will be held in Nashville; the former on Monday, August 17th, the latter on Wednesday, Thursday and Fri lay, August 19th, 20th and 21st.

Arrangements are in progress for obtaining free return tickets on the principal Railroads.

DANIEL B. HAGAR, *President, Salem. Mass.*

L. B. KELLOGG, *Secretary, Emporia, Kansas.*

May 21st, 1868.

WISCONSIN.—The Normal School building, located at Whitewater, was dedicated April 21st. The opening address was delivered by the President of the Board of Regents, responded to by the Principal, Prof. OLIVER AREY. Superintendent CRAIG delivered the Dedicatory Address.

The building of the Plattville Normal School will be ready in June when the dedication will take place. The Normal School at Oshkosh has lately taken possession of its building.

MINNESOTA.—The State Superintendent recently held a Teachers' Institute at Anoka. Rev. A. K. PAKARD, County Superintendent, Prof. J. H. GATES, W. W. PAYNE, editor of the Minnesota *Teacher*, and R. B. ABBOTT, Principal of the High School, were the instructors.

The next meeting of the State Teachers' Association will be held at Minneapolis, commencing August 25th.

IOWA.—The Board of Trustees of the Iowa Agricultural College have elected the following faculty: Prof. A. S. WELCH, President; W. A. ANTHONY, Professor of Chemistry and Practical Mechanics; G. W. JONES, Professor of Mathematics; Hon. NORTON S. TOWNSEND, Professor of Practical Agriculture; Assistant State Geologist ST. JOHN, Professor of Geology.

KANSAS.—The State Teachers' Association will meet Tuesday, June 30th, at Emporia.

OHIO.—The Twentieth Annual Meeting of the State Teachers' Association will take place at Dayton on Tuesday, Wednesday and Thursday, June 30th, July 1st and 2d, 1868.

MASSACHUSETTS.—The Thirty-first Annual Report of the Board of Education discusses the questions of Textbooks, Hours of Study, Cramming, Women on the School Committee, and Corporal Punishment. On the first topic it advocates the appointment of a commission to examine and report on textbooks, their decisions to have an advisory force only. On the second, it is in favor of diminution. Cramming is, of course, condemned. The passage of a law authorizing the election of women to the School Committee,

is advocated. The Board decide against Corporal Punishment, but do not advise its immediate discontinuance. The average pay of male teachers was $66.92 per month; of female teachers, $26.44.

We have received the Semi Annual Report of the Boston Public Schools and the Report of the School Committee of the City of Cambridge. Want of space compels us to defer notice of their contents.

MAINE.—Mr. WARREN JOHNSON, of Topsham, has been appointed State Superintendent of Common Schools by the Governor and Council.

NEW JERSEY.—We have been favored with the excellent First Annual Report of the State Board of Education and of the State Superintendent for 1867. The State appropriated $100,000 for school purposes, $10,000 for the support of the Normal School, which, together with moneys received from taxes makes a total of $895,930.42. There are 230,518 children between five and eighteen years of age. The report speaks in commendation of the services of the County Superintendents. Doubts are expressed of the wisdom of the law abolishing corporal punishment. The attempt made by some religious denominations to obtain a portion of the public funds in aid of their schools, meets with the condemnation it deserves. The Superintendent further discusses the "Right of Taxation for School Purposes," and declares for *free schools.*

MISSOURI.—We have been favored with the Annual Report of the St. Louis Public Schools for 1866–67. It will receive a full notice in our next issue.

CALIFORNIA.—Hon. JOHN SWETT, late Superintendent of Public Instruction, has become Principal of the Denman Grammar School, San Francisco. We have received the Second Biennial Report of Mr. SWETT, and will give a summary of its contents at a future opportunity.

FOREIGN.

LOWER CANADA.—M. CHAVEAU'S Report for 1867 gives the number of schools in the Province at 3,829, with 4,829 teachers and 206,820 pupils. The money raised for school purposes during the year amounted to $649,067.

RUSSIA.—A meeting of delegates from the Russian Universities took place at St. Petersburg in January last, their expenses being paid by the Government. The meeting discussed the question of reforms and improvements in methods.

The women of St. Petersburg have demanded admission to the lectures of the University, with a strong prospect of success.

ENGLAND.—Miss CLOUGH, a relative of CLOUGH the poet, has started a movement to provide courses of scientific lectures for ladies. Societies for this purpose have been formed in Liverpool, Manchester, Leeds and Sheffield.

The Michigan Teacher.

Vol. III.—YPSILANTI, SEPTEMBER, 1868.—No. 7.

READING.

I.

UNDER the term reading two different processes are included. One is usually a silent process, as to read a newspaper or novel, where the profit or the entertainment of the reader is the chief object; and the other is accompanied with vocalization, where the object is the edification of hearers. The first (*legere*) is reading proper, according to the prevailing use of the word; and the second (*recitare*) is elocution or recitation. The term reading, as employed in school, almost invariably refers to elocutionary effort. Reading classes are those in which each pupil *reads aloud* certain selections with more or less attention to tone of voice, inflections, rapidity, &c., the object being to produce the best possible impression on the mind of the hearer. This *reading aloud* certainly differs in its mode and purpose from the quiet reading of a paper or book, and it may be well to state their points of difference. Reading, in the sense of elocution, is (1) *always a vocal process*, and (2) *has for its object the edification of others;* while reading in its ordinary sense is (1) *usually a quiet process*, and (2) *has one's own advantage wholly in view.*

It is the object now to inquire into (1) the relative importance of these two processes, (2) into their order of sequence, and (3) into modes of teaching founded upon these developed facts.

Entered according to Act of Congress in the year 1867, by PANE, WHITNEY & GOODISON, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan.

I. Let each reader ask himself the relative time he spends in reading aloud for others, and in reading silently for himself. In other words, what is the ratio between the time you occupy in elocution and the time you occupy in reading? Of course, there is a considerable difference in personal habit in this respect. Some love to read aloud to family or friends, while others do so very rarely; and besides this, one's profession or employment may cause a noticeable difference, as the lawyer or clergyman is obliged to be an elocutionist as well as a reader. After making all proper adjustments, it will no doubt be found that in respect to time actually employed, reading stands to elocution at least as ten to one. That is to say, mankind, on the average, spend ten-fold the time in reading that they do in the practice of elocution. It may be objected to this view that the relative *time* spent in each does not of necessity indicate their relative importance; but even granting that each process were used to its normal limit, it is believed that this proportion would be materially increased. Anciently, ideas were disseminated, and opinions influenced, by oratory. Poets recited their compositions, and philosophers taught orally. But now the case is wholly different. Men are influenced almost wholly by what they read. The orator is overshadowed by the writer. The Press sends its voiceless teachers into every household, and reading is the one universal pursuit of intelligent mankind. Let it be recollected, also, that lesson-learning involves reading, so that all students have need to be readers rather than elocutionists. It may also be observed in passing that in most cases where pupils find difficulty in learning their lessons, the real trouble is to be found in the simple matter of reading. A pupil who can *read* well, in the proper sense of the term, will be almost sure to learn his lessons well. In the order of practical importance, then, reading as a silent process is of much greater consequence than reading in the sense of elocution.

II. By order of sequence is meant the relation which one of these processes sustains to the other as preparatory to it. Upon this point it is hardly necessary to do more than to observe that our ability to *express* what we know or feel, which is the peculiar province of elocution, is conditioned entirely upon our antecedent

knowing and feeling. In other words, we cannot properly express what we do not understand; so that, as the elocutionist personates another, he must first have as complete an understanding as possible of the meaning of the given composition.

If the above reasoning is true, it is safe to infer the following principles:

1. *For all the practical purposes of life the art of reading largely exceeds in importance the art of elocution.*

2. *In point of time reading should precede elocution, as the first is an indispensable preparation for the second.*

3. *In consequence of these two facts, the teacher should give the first, and by far the most important place, to reading.*

VERSATILITY.

IT is probably impossible to give an exact definition of education. To define is "to mark the limits of," and this word comprehends so much that it is difficult to draw lines which shall determine its application. Each attempt to state the meaning of the word presents some truthful feature; and when it is said that an educated man is *one who is able to meet the emergencies of life in the best manner*, I think there is revealed a phase of the subject which is worthy of consideration. A man who is perfectly familiar with the laws and processes involved in a certain art, may be utterly powerless when some unexpected change occurs. Another man, under similar circumstances, proves equal to the occasion, and brings order out of confusion, victory out of defeat. During one of the first voyages of the *Great Eastern*, when in mid-ocean, the rudder became useless, and the huge mass was completely at the mercy of the winds. Here was an emergency for which the officers and men were unequal; but after many unavailing attempts on their part to repair the damage and escape disaster, a passenger, a Yankee, by a simple device restored the rudder to its use, and saved the day. The theory of warfare is learned at West Point; and provided that battles actually took place just as they do in books,

each cadet might prove a conqueror: but in an actual conflict there are so many and such frequent changes of circumstance, that only the most general principles can be observed, and victory comes from that versatility which provides for each new combination—*fatis contraria fata rependens.*

It appears to me that this ability to successfully meet an emergency, to prove superior to adverse circumstances, is at least one element in education. Nor would I wish to be understood as using the term emergency in a narrow sense, as meaning only those great occasions which involve momentous issues, but as relating also to the more common affairs of daily experience. The dough becomes sour, an artery is severed, the chimney smokes, the bank breaks, the house burns down, and so on *ad in.* are all instances in which it is necessary to accommodate one's self to altered circumstances. Here the test of one's education is to do the best thing possible, whether it be to make active exertion, or to submit to unavoidable consequences.

I began to write this article, not as a general dissertation, but with special reference to the teacher's life. I think I have noticed that multitudes of teachers have an indifferent success, chiefly because *they have not the power to adapt themselves to circumstances.* They have learned one way to teach or to govern, and it is no doubt a very good one in general, and in schools composed of faultless pupils would never fail; but in attempting to use an inflexible method under varying circumstances, they are surprised that they succeed so poorly. One teacher has been told that the best way to cure a school of whispering is to require each pupil to report his own conduct at the close of each day. He accordingly employs this method, and finds that as the term proceeds the reports are uniformly "correct;" but, strange to say, the whispering is unabated. For the solemn fact is that his pupils have become both *whisperers* and *liars.* I do not overstate this matter. I have known instances in which this very result has been reached in this very way. In some schools this method is better than any other; in others it is an unmitigated evil. It is the teacher's duty, first of all, to weigh the circumstances of age, moral training and previous habits, with the most critical judgment, and then employ a

method which seems to be best adapted to the peculiar nature of the case. This rigidity of method often comes from a servile reliance upon some favorite school, instructor, or author. *This thing is done so at Excelsior Seminary*, or *Prof. Z. said so*, or *it is so in my book*, is often the end of the law, and is proof enough that anything else is "perfectly absurd."

I most firmly believe that a pupil should have a due respect for his school, teacher, and author; but nothing more unmistakably indicates a narrow and bigoted mind than to thus surrender the right of individual opinion. It seems to me that it might be a teacher's noblest ambition to cultivate among his pupils such a catholic spirit as shall open the mind to receive truth from whatever source, and to rectify present opinions by the light of newly found knowledge. What is the nobler, such a spirit as this, or that other which would present one's self as the embodiment of infallible wisdom and opinion?

The truth that I am trying to impress is, that teachers should cultivate versatility of talent—a power of adapting themselves to varied circumstances—a renunciation of mere mechanism of thought and action. I do not want to be didactic, but I think I may give the following suggestions in conclusion:

1. Form a clear notion of what you are to do—in Mechanics, *the weight to be raised.*

2. Consider with the greatest care all the circumstances of the case—*the friction to be overcome.*

3. Employ the means necessary to reach the desired end—*the power to be employed.*

4. If a rope breaks, or will not answer its purpose, get a stronger, or something better. O. H. N.

DR. DOUAI ON AMERICAN SCHOOLS.

THE name of Dr. ADOLPH DOUAI is probably not unknown to many of our readers. He taught for several years in New York, and had, we believe, at one time charge of a school there. Dr. DOUAI is the author of an excellent German Grammar, and has published in Germany an interesting account

of his experience here during the war. More recently he has written two papers in the "*Rheinische Blätter für Erziehung und Unterricht*," giving the results of his observations on our schools. We propose to give our readers an abstract of these papers, believing that the views of an intelligent foreigner on these matters cannot fail to both interest and instruct.

Dr. DOUAI first discusses the general character of our schools, and the attendance upon them. He bears testimony to the liberality of Americans in providing means by which all may obtain the highest culture, and to the force of public opinion in compelling the use of these means. He draws a forcible comparison in this respect between the southern and middle States on the one hand, and the eastern and western on the other. German writers on Education are apt to consider the boasted general intelligence of our people a "humbug." But this, remarks Dr. DOUAI, is true or untrue, according to the locality. "In the whole heretofore slave-holding South, with so few exceptions that they can be counted on the fingers, there are no good, or even passable schools—and this crying evil can only be removed by degrees through the known love of education among the negroes. In the middle States the schools are bad in proportion as the population increases by emigration. In the New England States and their western settlements there are not a few especially, and everywhere sufficiently good schools, and a far more evenly distributed popular intelligence than elsewhere in the world." He holds the scattering of forces—the lack of centralization—to be the great defect of our system.

In regard to the organization and regulation of the schools, Dr. DOUAI finds much to admire. Especially does he commend the entire trust placed by School Boards in the Principal or Superintendent. He notes the fact that though the School, like the State, is in theory independent of the Church, yet through their membership in School Boards, &c., the clergy exercise no inconsiderable influence. This is a matter of great interest to a German, since the question of the day among the progressive educators of Germany is the emancipation of the School from the Church.

The fact that so small a proportion of our teachers has re-

ceived special training for the work, does not escape remark. Neither does he fail to notice that terrible sin in German eyes, the employment of women as teachers. He, however, acknowledges the excellent work done by American, and especially New England women, while condemning utterly the employment of defectively educated emigrants. He finds that the best primary teachers come from the Massachusetts and Michigan Normal Schools, and compares their work favorably with that of pupils from the Prussian Teachers' Seminaries. Dr. DOUAI, like Dr. DULON, censures the textbook-slavery of our teachers, and describes as the sole aim of the schools the communication of positive knowledge, and the necessary readiness in its application.

In considering the methods of instruction in special branches, the alphabetical method of teaching reading meets with a merited condemnation. Apparently, Dr. DOUAI is unacquainted with the simple and philosophical Word-Method of Mr. WEBB. Another thing which meets with just censure, is the eminently arbitrary and unscientific manner in which the English language is taught. Dr. DOUAI's views agree essentially with those heretofore expressed in this journal. On the other hand, the character of our mathematical teaching receives high commendation.

(To be continued.)

THE RIGHTS OF TEACHERS.

I SOMETIMES think that while our educational journals so diligently set forth the duties and responsibilities of teachers, they are in danger of forgetting that these same teachers have rights which are often disregarded by those in authority over them. It is granted that teachers owe numerous duties to the School Board which employs them. May I not suggest that the possession of so much authority sometimes leads to a gross disregard of the teacher's rights and privileges? The Board stand in the relation of employers—teachers in that of employes. This relation is not like that of master and servant. There should be neither a spirit of domination on one hand, nor of servility on the other. I have known school of-

ficers to take especial pains to have their teachers know that they kept their positions merely by sufferance. The feeling seemed to be, "We, the Board, have all authority in our hands, while you teachers are suffered to keep your places during our pleasure. If you are not satisfied with your position or salary, leave at once. A score, just as good as you, stand ready to succeed you." While school officers have the *legal* right to talk in this way, have they a *moral* right to thus wantonly crush one's feelings of self-respect? Is it necessary for teachers to feel that they have no claims upon the kindness, forbearance and christian charity of those who employ them? No one can labor cheerfully with the ever present conviction that he is a *mere laborer*. We are not only laborers, but we are human beings, and by virtue of our humanity we are entitled to some consideration besides that which is due to mere machines. The man who saws my wood well is entitled to some regard, because he is an industrious man; and I have no right to treat him as a mere *thing*, by telling him that whether he saws for me or not is a matter of pure indifference, for there are forty men who would be glad of the job. If he does my work well, he is more entitled to employment by me than a stranger; and I shall make him both a better workman and a happier man by assuring him of my regard. I wish that all faithful teachers might be allowed to feel that their best efforts are appreciated, and that, as tried laborers, they are entitled to more consideration than strangers. If it is necessary that a change should be made, let there be an honest statement of the reasons for it.

This leads me to notice another way in which a teacher's rights are often disregarded. Many officers seem to have most tender feelings. They dislike to say unpleasant things, and are thus led to take a course which is dishonorable to themselves and unjust to teachers. If a teacher is to be dismissed he is not frankly and kindly told that simple fact, but he is informed of it by letter while away in vacation, or he becomes aware of the fact by rumor. I ask in all candor, why not tell this teacher with all frankness, just as soon as the measure has been found necessary, and thus save him unnecessary inconvenience and mortification, and also the feeling that he has been most grossly

wronged? In one instance, at the close of the year, a lady was made to understand that she was to retain her position, while in fact, at the very time, the Board had decided to dismiss her. She accordingly made all arrangements at her boarding place for the next term, but while in a distant State on a vacation visit, was informed by letter that her position was vacant. *This was done to save her feelings.* In another case, there was dissatisfaction with a Principal, and the Board had decided not to retain him; but the teacher was in ignorance of the fact *till his successor had moved into the town!* This was the way *his* feelings were saved! Instances of a similar kind are without number, but these are enough to illustrate my meaning.

Kindness, an appreciation of one's services, and just commendation, will sweeten the most severe toil, and lighten the most grievous burdens. While we exact a strict fulfillment of every obligation due from those whom we employ, let us also respect their humanity, and cause them to feel they are men as well as toilers. Teachers are the brothers, sisters, or friends of some one. Let them be treated, therefore, as having rights and feelings which are deserving of respect. G. N. R.

Normal Instruction in Union Schools.

THE Union Schools of our State are destined to do an important work in the education of teachers. One Normal School can, at best, do but a small part of this work, and, besides this, it educates only one class of teachers. They are chiefly those who design to teach for a considerable time, perhaps for life, and are willing to devote two or three years to a thorough preparation for their duties. But these are an exception to the general rule. By far the greater number propose to teach for a term or two, and, of course, will not make a long preparation. This may be an unfortunate state of things; but it is a fact that must be taken into consideration. If such persons can not spend three years in the Normal School, very many of them will be glad to devote a term to some preparation for teaching. Young ladies, who are to teach summer schools, usually attend

school during the winter terms, while the young men, many of them, are at school in the fall or summer. Is it not quite possible for the Principals of our Union Schools to form such persons into a Normal Class, and give them systematic instruction? By this means these inexperienced teachers may at least learn some things which will aid them, and no doubt some of them will be encouraged to take a thorough course of professional instruction.

Some of our Union Schools will undoubtedly form Normal Classes for the first half of the fall term, say eight weeks. Of course, during this time very much cannot be done, and too much should not be attempted. If we suppose that the class has five recitations a week, two of them may be devoted to general instruction on school management, and three to a review of the common branches. The general instruction will be best given in conversational lectures, and to make these truly profitable, the pupils should be required to recite the substance of each on the following day. Methods of instruction may be given in connection with the review of each subject. It is hardly possible to give too much attention to this feature of the course. Below we venture to give a synopsis of a course of Normal instruction for eight weeks. The most that is hoped for it is that it may be suggestive.

Reviews. 1st week, Reading; 2d week, Spelling; 3d and 4th weeks, Grammar; 5th and 6th weeks, Geography; 7th and 8th weeks, Arithmetic.

Lectures. 1. The two elements in teaching—*matter* and *method;* 2. The teacher's ideal of success; 3. The teacher's self-culture; 4. What is meant by the organization of a school? 5. What should be done before school opens? 6. What should be done the first day? 7. In what order should classes recite? 8. How often and for what length of time should classes recite? 9. The relation of government to instruction; 10. Ideal of a well governed school; 11. What is good order? 12. How to secure it; 13. General nature of punishment; 14. Modes of punishment; 15. Improper punishments; 16. The teacher's discouragements.

When this course has been completed, the pupils may pass an examination, and the standing of each may be made the basis of recommendation.

EDITOR'S DEPARTMENT.

MR. C. L. WHITNEY has accepted the Superintendency of the Schools of Muskegon. He will continue to have charge of the financial affairs of the TEACHER, and all letters relating to advertising should be addressed to him.

We wish to procure copies of Numbers 1, 2, 3, 4, 5, 7, 8, 9, of the *Michigan Journal of Education, Vol. IV.*, for the year 1857. To any one who will send us these copies we will send the TEACHER for 1869.

At the opening of the Public Schools it will require but little effort for Principals to procure additional subscribers for the TEACHER. For such services on the part of our friends we shall be duly thankful.

At the late meeting of the Association of County Superintendents, the following resolutions upon grading certificates were adopted:

Resolved, That for a certificate of the *Third Grade* the candidate be required to pass an examination in the studies required by law, in which at least sixty per cent. of the answers in each branch of study shall be correct, and the general average shall be seventy per cent.

Resolved, That it is the opinion of this Association that no teacher has the ability to teach and manage a school without some knowledge of the leading features of U. S. History and a knowledge of the elements of Physiology, so far as relates to the ventilation of school houses and the care of children.

Resolved, That, in addition to the common English branches, applicants for *Second Grade* certificates shall pass a satisfactory examination in U. S. History, Physiology and (in counties where deemed desirable) Algebra, and, in addition to the above, in Natural Philosophy and the elements of Botany for the *First Grade.* The examination shall be deemed satisfactory when eighty per cent. of the questions asked shall be correctly answered.

Resolved, That all applicants for teachers' certificates shall be required by the County Superintendents to submit to both written and oral examinations.

The resolutions are just to the point, short of which no County Superintendent can act and do his full duty. Teachers should know what is required of them, and take pains to prepare themselves for their work. We are glad to see notice taken of the method of examination. No complete examination could be made without combining the written and oral methods. It is a good sign to see the standard of scholarship gradually raised; it will drive the drones and the inefficient from the field, and invite the earnest and faithful in their stead.

We trust that all our County Superintendents will carry out the above resolutions, in spirit as well as letter, to the advancement of our Common Schools.

We have been permitted by one of our County Superintendents to look over some of the papers prepared by candidates for a license to teach. Two things seem almost incredible—that in a community where there are so many educational advantages there should be such shocking ignorance in common things; and that persons who are so palpably ignorant should presume to ask for permission to teach. The state of things disclosed by these papers is not peculiar to any particular locality, and the thought suggests itself, if such things occur under the supervision of vigilant officers like our County Superintendents, what must have been the condition of affairs when there was really no efficient supervision? The fact is, as we have more than once declared, that under our old system of Township Inspectors the Common Schools were deteriorating at a fearful rate. The present system has put a most effectual check upon this ruinous course, and if it is allowed to stand, will ultimately make our schools worthy of their reputation abroad.

From the papers referred to we gather the following Geographical items:

"bay of bisky is north of France and is a branch of the Atlantic osean."

"Arabian sea is between north and south Merica (sic) and is a branch of the Atlantic osean."

"There is five Zones the torrid Zone is 47 drees wide the Temperate Zone is 43 drees wide the frigid Zone is 23½ drees wide."

"Bay of Honduris is South east of Merica and is branch of the Crabian sea." (*Crab*ian sea, so named, we presume, because it is infested with *crabs*.—ED.)

In Grammar, we find a declension of a *personel* pronoun as follows:

"Subjective i possive my objective me Pluril sub—we poss —our ob—us."

Adjectives are compared with striking regularity. "much mucher muchest well weller wellest bad bader badest good gooder goodest little littler littlest."

Of course, this does not represent the average character of the examination papers. It is rather an exception to the general rule; but such exceptions are too common. This "No. 9" had been teaching several weeks when the examination occurred!

No more striking proof could be afforded of the influence exercised by geographical position upon national character, than the contrast between the liberalism of North and the conservatism of South Germany. The former, brought into contact with the northern and western peoples of Europe, manifests that hospitality toward modern ideas, that willing surrender of time-honored prejudice, which naturally results from contemplating forms of life and modes of thought other than their own. South Germany, on the other hand, especially its Bavarian and Schwabian portion, still holds fast to the ideas of the past, and shows a snail-like indisposition to move from the beaten track of centuries. Especially is this evident in the matter of female education. In South Germany, the women of the laboring class receive but little education, and it is there that we find the strongest opponents of co-education. In North Germany, especially in Prussia, we find an exactly opposite state of things. As an instance of this, the following passages from a letter by Dr.

RODWART, published in a recent number of the *Rheinische Blätter für Erziehung und Unterricht*, may not be without interest. Dr. RODWART proposes to answer the question, "Should boys and girls up to a certain age be taught alike, and to what extent?" He shows that so far as the common school is concerned, practice has long returned an affirmative answer, and proceeds to consider the propriety of pursuing the same plan in the higher schools. He concludes that "the way to higher general culture, up to a certain age, must be equally severe and thorough for boys and girls. * * * A scientifically educated man needs a scientifically educated wife. * * * Life makes the same demands in regard to the high general education of women as of men." Dr. RODWART holds that up to the fifteenth year both sexes need the same kind of scientific instruction. "It is impossible to find, either from experience or theory, any distinction between scientific thinking and judging and their exercise in the mind of the young woman and of the young man." The difference of teaching is to commence when the time arrives to educate for the special duties of mature life. In other words, the girl should begin to receive a different education from the boy just at the same point of time that a difference would commence between the education of a physician and of a lawyer. Having shown that the sexes should be equally educated, Dr. RODWART proposes to consider in another paper the question of their education together. As soon as this appears we shall lay its results before our readers.

SCHOOL REPORTS AND SCHOOL LAWS OF MICHIGAN.—The undersigned has a number of bound volumes of his Reports as Superintendent of Public Instruction for the years 1855, '56 and '57, with accompanying documents, including Reports from the University, the Agricultural College, the Normal School, incorporated Academies and Colleges of the State, Union Schools, etc., for those years; and a number of volumes of the School Laws of Michigan, with notes and forms, elements of School Architecture, etc., prepared and printed during the last year of his connection with the Department of Public Instruction, only a small edition of which was bound in 1858, the work having

undergone material changes before it was sent out by his successor in 1859 to the Schools of the State. Copies of either or both of these volumes will be supplied to the libraries of incorporated institutions of learning in the State, and to County and City Superintendents of Schools who are collecting libraries for their offices. Apply, personally or by letter, to

IRA MAYHEW,
209 Larned Street East, Detroit, Mich.

PRACTICAL DEPARTMENT.

IN advanced classes in Arithmetic it is a good plan to require pupils to give a concise demonstration of principles. The teacher should select the best possible demonstration, and then cause each pupil to commit it to memory *verbatim.* Below we give two demonstrations in fractions, not because they are the best, but that they may serve as examples.

1. "I wish to multiply a fraction by a whole number, as $\frac{2}{3}$ by 4. The numerator of a fraction is a dividend, and the denominator a divisor. Hence if the numerator be increased, or the denominator be diminished by any factor, the value of the fraction will be proportionally increased. As I can not divide the denominator (3) by 4, I will multiply the numerator. Thus, $\frac{2}{3}\times4=\frac{8}{3}=2\frac{2}{3}$ Ans. Therefore, to multiply a fraction by a whole number, multiply the numerator, or divide the denominator by the whole number."

2. "I wish to multiply a whole number by a fraction, as 7 by $\frac{2}{3}$, or *by one-third part of two.* First I will multiply 7 by the whole of 2 (7×2). Now, as the multiplier is three times as large as it should be, the product is also three times as large as *it* should be, and to make it what it should be, I must divide this product (7×2) by 3. represented thus, $\frac{7\times2}{3}=\frac{14}{3}=4\frac{2}{3}$ Ans. Hence, to multiply a whole number by a fraction, multiply the whole number by the numerator, and divide this product by the denominator."

If pupils do not have books from which to learn demonstrations, the teacher may write them on the board, and require the members of the class to copy and commit to memory. The recitation is conducted by sending each pupil to the board with a different example, and requiring him to apply the given demonstration to its solution.

To discipline a school well--*talk* (when occasion requires). To ruin the discipline of a school in the easiest way—*talk, talk, talk.*

We have been asked to parse the *marked* words in the following sentences:

1. Wood is *worth* five *dollars* a *cord.*

2. "He was too rheumatic *to be shaken hands with.*" (DAVID COPPERFIELD, Diamond Ed., p. 173.)

We should call *worth* an adjective, limiting "wood;" *dollars*, a noun of price, independent; *cord*, a noun in apposition with "wood." In the second sentence, we do not think the words can be parsed separately. We would parse the whole as an infinitive limiting "rheumatic."

Sometimes it is best to punish pupils *in kind.* The following will serve as an illustration. On a certain occasion two roguish boys amused themselves by sprinkling pupils with a watering-pot from an upper window. When called to an account for this they seemed very indifferent, and said "they could not see what harm there was." They were sent down stairs under a window and *sprinkled* till they "saw it."

A quick way of calling the roll in a large school is to give each pupil a number in order, and then require each to announce his number in turn, beginning with the first, as follows: "one, two, three, —— five, six, seven, —— nine," etc. The blanks indicate absences, which the teacher can easily note.

The following method of enlarging diagrams for public lectures, was described by the inventor, Mr. GILBERT, in a lecture before the students of Victoria College, Yorkville, Ontario.

Take a sheet of tissue paper, varnish it with a weak solution of copal, about two drops of the varnish to half an ounce of turpentine. When dry, lay it over the diagram to be copied; trace the design with a fine sable brush dipped in lampblack paint. This paint may be made with either oil or water, but if the latter, add a little ox-gall and solution of gum arabic. When the tracing is dry, color the design with *transparent* colors mixed with thin varnish. The diagram thus prepared can now be placed between two sheets of glass, and by means of a common magic lantern projected of any desired size upon a sheet of cloth or paper fastened to a wall. The enlarged outline thus obtained can be traced with pencil or ink. This method of enlarging will be quite useful to those who have no knowledge of drawing.

BOOK NOTICES.

IN THE SCHOOL ROOM. CHAPTERS IN THE PHILOSOPHY OF EDUCATION. By JOHN S. HART, LL. D. Philadelphia: *Eldredge & Brother.* 1868. pp. 276. $1.25.

We began the reading of this book with decided preposse sions in its favor. We most heartily welcome the appearance of any book which proposes to contribute in any way to the progress of the art of teaching, and especially when it presents processes founded upon the nature of things. The second part of the title of the above mentioned book at once secured our good will, and we very gladly devoted our leisure to a careful perusal of its pages. The opening chapters rewarded our anticipations. The views presented seemed entirely true, and some of them were the more pleasing as they accorded so perfectly with opinions advocated by the TEACHER in opposition to some eminent authorities. The author's remarks upon teaching facts before theories, including deserved strictures upon the current method of teaching Mental Arithmetic (Chapter V.), and his well argued position with respect to "teaching children what they do not understand" (Chapter VI.), are well worthy of the most candid consideration. Chapter X., on "The Study of Language," presents a very just estimate of the importance of philological studies.

On page 88, in his Chapter on "Teaching Power," the author makes the following remark: "I do not recommend self-conceit. It is not necessary to be dogmatic, yet a certain style of self-assertion, bordering very closely upon these qualities, is needed in the teacher." If this means anything, it is that it is not best for the teacher to rely simply upon what he is; but that he must seem, in some cases, to know more than he does in reality. If the instructor is really ignorant of certain things, he must seem to know them. We beg leave to inquire if the honest way of seeming to be just what you are, is in reality bad policy. We will leave the question of the absolute right or wrong of the matter entirely out of the account, and merely ask the question, "Which is the more *politic,* to appear before your class just as you really are, in point of wisdom, or to attempt to pass for more than you are actually worth?" There are peculiar temptations for the teacher to sin in this direction. The lawyer cannot rely upon "self-assertion," because he is in the presence of those who are fully able to contest his claims. The clergyman cannot long lean upon borrowed eloquence or assumed goodness, because he has to do with mature hearers who can form independent judgments. But the teacher has the largest opportunity to persevere in deception. He is ever in the presence of those who are unable to test his "self-assertion," and by adroit management he may very easily, for a time, induce a belief that his knowledge is boundless.

"And still they gazed, and still the wonder grew,
That one small head could carry all he knew."

While a temporary popularity may be gained in this way, nothing is surer than that the counterfeit will finally be detected, and the result will be disastrous to future reputation and success. Consulting policy merely, it seems to be the wiser course to be all you can, and then to be content to seem no wiser than you are. So far, then, from encouraging teachers to assume a false position, towards which there are already so many inducements, it would have been better for our author to insist on downright honesty in this matter. But accepting this doctrine as commendable, does the writer wish his readers to understand that he occupies such a position with respect to them? Is "self-assertion" a peculiarity of his style, and does he propose by this means to establish a reputation for originality and profound investigations in educational philosophy?

The most elaborate chapter in this book, and the one which will probably attract most notice, is that on *Attention;* and we shall be excused for directing special attention to it.

The preliminary object is to establish the fact that we perform many actions of which we have no remembrance, but which, at the time they were put forth, were preceded by distinct volitions. With the conclusion itself we have no occasion to disagree; but we wish to examine the writer's claim to the originality which is assumed throughout the discussion. There is not the least indication, by quotation marks or by note of reference, that any of the illustrations are borrowed; but nearly all of them bear so close a resemblance to those used by another writer on *Attention* that we feel justified in suspecting that there has been a very free resort to "self-assertion." Below we present quotations from the book under consideration, and from *Stewart on the Human Mind,* Part I, Chapter II., Section 2:

STEWART.	HART.
"The first step is to move his fingers from key to key, with a slow motion, looking at the notes, and exciting an express act of volition in every motion. By degrees the motions cling to one another, and to the impressions of the notes, in the way of association, the acts of volition growing less and less express all the time, till at last they become evanescent and imperceptible. For an expert performer will play from notes, or from ideas laid up in the memory, and at the same time carry on quite a different train of thoughts in his mind, or even hold a conversation with another." p. 60-61.	"The first step is to move the fingers from key to key with a slow motion, looking at the notes, and exciting an express act of volition at every note. By degrees, however, the motions somehow cling to each other, and to the impressions of the notes, in the way of associations, the acts of volition all the while growing less and less express, until at last they become quite evanescent and imperceptible. An expert will play from notes or from memory, and with a rapidity of motion perfectly bewildering, while at the same time he himself is carrying on quite a different train of thoughts in his mind, or even perhaps holding a conversation with another." p. 162.
"* * * The most rapid performer can, when he pleases, play so slowly as to be able to attend to, and to recollect, every separate act of his will in the various movements of his fingers. * * *" p. 61.	"The most rapid performer, it is obvious, can at any time retard his execution, until his movements become so slow that each one may be made as originally it was made, the subject of special attention.* * " p. 162.

"* * * when the rapidity exceeds a certain rate the operation is taken entirely out of our hands; and is carried on by some unknown power, of the nature of which we are as ignorant as of the cause of the circulation of the blood,or of the motion of the intestines." p. 61.

"* * * as soon as the rapidity exceeds that rate, the operation is taken out of our hands, and is carried on by some unknown power, of which we know no more than we do of the circulation of the blood. or of the systole and diastole of the heart!" p. 163.

It is possible, of course, that these two writers on *Attention* may have accidentally used the same illustrations; but that their language should be so nearly identical is a very remarkable coincidence.

We confess, then, to a great disappointment, not so much in the *matter* of the book, for, with few exceptions, the views presented are worthy of attentive study, as with its *spirit*. We cannot throw off the impression that while reading it we are listening to a teacher who assumes an appearance of wisdom to which he is not by any means entitled. If our views are correct, the book will not only fail to do the good it might, had it been written even on more politic principles, but, we fear, will go far towards creating an unfavorable impression of its author.

The publishers deserve great credit for the fine style in which they bring out their books. We know of no house which gives us such good paper, clear printing and neat, firm binding.

The July number of the *North American Review* contains an article upon Liberal Education, taking "FARRAR'S Essays on a Liberal Education" for a text. The opening pages contain a discussion of the question of Classics vs. Science, in which the onesidedness of the contending parties is well shown. The Classicists are ignorant of Physical Science, while their opponents would be horrified if suspected of ability to conjugate a verb in ω. Neither can see the matter from the standpoint of the other, and hence each sees in the views of those who, like Mr. MILL, contend for a broad culture, including both Classics and Sciences, but the confirmation of his own opinions. No more striking instance of this can be found than in the remark of Prof. YOUMANS, that Mr. MILL advocates *science* for all, *classics* for professional scholars. As the writer in the *North American* remarks, "Now, possibly Mr. MILL *ought* to have limited his argument in this way; but he certainly has not done so." The fact is that the difficulty is one of method of teaching, not of matter. As the author points out, Physical Science is as badly taught as the Classics, and with equally evil results. "We get the generalization before the particulars, the abstract before the concrete; we learn to repeat formulas before we have the notions needful for filling them." The textbook on Science is as bad as the Latin Grammar, and expounds exploded theories, repeats false statements, and uses phrases such as "vital principle," which belong to the science of a century ago. In both language and science instruction should begin with the concrete—the child should be *told* nothing, whether the subject be Grammar or Botany, but all his knowledge must come from his own observation. Thus studied, Latin and Greek on the one hand, Botany and Physics on the other, will contribute to intellectual culture, and the wise educator will not consent to do without either.

"Nothing will be gained by giving up Greek composition, and studying Botany or Chemistry as a mere collection of 'useful' details. It is not by throwing overboard a valuable portion of the cargo, but by adopting improved methods of navigating the ship, that we shall make a successful voyage."

The other articles of the present number are, Laurence Sterne; Meteoric Showers; The Religious Reform Movement in Italy; The Lumber Region of Michigan; George William Curtis; John Hookam Frere; The Chicago Convention; Commercial Immorality and Political Corruption; Dryden.

LESSONS IN ELEMENTARY CHEMISTRY. By HENRY C. ROSCOE. New York: *Wm. Wood & Co.* 1868.

This excellent little manual is a reprint of a work which has a great reputation in England, and has had the honor of a translation into German. It covers in its forty-one lessons the ground of both Inorganic and Organic Chemistry. It is a model in arrangement and language. The author adopts the new system of chemical notation and nomenclature, and labors to put his readers in possession of the most advanced views in the science. The metric system of weights and measures is employed, and temperatures are expressed on the centigrade scale. The illustrations are apt and well executed. We regret, however, the absence of the colored plate representing the spectra of the metals, alkalies and alkaline earths, which forms the frontispiece to the English edition. The appendix of questions and exercises is a valuable addition to the book.

A TREATISE ON METEOROLOGY. By ELIAS LOOMIS, LL. D. New York: *Harper & Bros.* 1868.

Such a work as this has long been needed. The science of Meteorology has made rapid progress of late, and manuals written but a few years ago are almost useless. Prof. LOOMIS has presented the results of modern investigators in a very compact and readable form. In some respects, we think, subjects have received too brief a consideration. Thus in the section on Glaciers nothing is said concerning the researches of DESOR and others, and we should have been glad to meet with some discussion of the views of MUHRY and DOVE in relation to the winds. This is a book which no one can read without meeting with new ideas and facts on every page, and it is especially deserving the careful attention of all called upon to teach Natural Science. The chapters upon the Barometer and upon Meteors are of great interest. The appendix contains thirty-six valuable tables and a full list of works on Meteorology.

NOTE.—About September 20th, we shall send to London for a bill of educational works, and shall be glad to import for our readers, at cost, cash on delivery, such works as they may desire. The following, among others, are of permanent value, and are not re-published in this country: *Tate's Philosophy of Education; The Great Schools of England; Farrar's Essays on a Liberal Education; Dr. Lardner's Scientific Works* (13 Vols.); *Hofman's Modern Chemistry* (invaluable for its method); *Farrar's Greek Syntax.*

A GRAMMAR SCHOOL HISTORY OF THE UNITED STATES. By JOHN J. ANDERSON, A. M. New York: *Clark & Maynard.* 1868. pp. 252. 16mo.

This is the most admirable School History of the United States we have ever examined. It is designed for the use of pupils like those in our Intermediate and Grammar Schools, and owes its origin to an attempt on the part of one of the most successful teachers in New York to prepare his pupils for admission to the Free Academy. It is thus an outgrowth of the felt wants of the school-room, and not a mere compilation of historical facts by one who is at best a student of history. We might conclude, *a priori*, that such a book would be of great practical value; and an actual examination of its scope and method will assure us that our judgment is correct. We have time only to call attention to some points of excellence. 1. *It is brief.* While the incidents essential to a clear understanding of the general subject are all stated, those which are comparatively unimportant are wisely omitted. By this means confusion is avoided, and the great *desideratum* is easily reached—*a clear idea of the general subject.* This is undoubtedly the true method of historical study. First a clear outline, and then a gradual filling in of details, as taste or opportunity suggests.

2. *Geography and History are combined.* Dr. ARNOLD insisted that these two subjects should be taught at the same time, and this opinion is adopted by the most successful teachers of History. This book contains numerous maps designed for actual use, and not for show.

3. *There is an accurate pronunciation of all the important proper names.* In all our schools there is great inattention to this matter. People generally say *Cor-do'-va, Ge-no'-a, Pow-hat'-tan,* etc.

4. *It is so arranged as to afford systematic reviews.*

5. *It is brought down to a recent date*—May 26, 1868.

6. *It contains the Constitution of the United States and Washington's Farewell Address.*

HANDBOOK OF THE STARS, FOR SCHOOL AND FAMILY USE. By W. J. ROLFE and J. A. GILLET. Boston: *Crosby & Ainsworth.* 1868. pp. 224. $1.75.

This book is upon the same plan as the one last mentioned. It begins at once with an examination of the Constellations. The Planets are next studied in order, and thus all the great facts in Astronomy are systematically presented. The principal Constellations are illustrated by seventeen star maps. This is an admirable text-book, and is exactly adapted to the wants of schools and private students.

THE SABBATH SCHOOL INDEX. By R. G. PARDEE, A. M. Philadelphia: *J. C. Garrigues & Co.* 1868. pp. 256.

This volume is devoted to the discussion of the various topics relating to Sabbath Schools. Its author is one of the most zealous and successful workers in this great field of labor, and he has given us a book filled with valuabls suggestions to superintendents and teachers. Very many of our readers are interested in Sabbath School work, and to all such we commend this timely volume.

STODDARD'S COMPLETE ARITHMETIC. By JOHN F. STODDARD, A. M. New York: *Sheldon & Co.* 1868. pp. 456. $1.25.

To begin with, one thing can be said of this book which cannot be truthfully affirmed of several others—its author is both a mathematician and a writer. Some Arithmetics are compilations by men who can manufacture a Geology and a text-book on Ethics with equal facility; and others are the work of mere mathematicians, who are unable to reduce their knowledge to a form adapted to popular use.

This Complete Arithmetic is the author's Practical Arithmetic, with an addition of 113 pages. The supplementary matter presents a more concise and philosophical treatment of the subjects in the body of the work, and presents, in addition, well arranged treatises on Circulating Decimals, Continued Fractions, Exchange, Life Insurance, Bookkeeping, etc. This arrangement of the book is worthy of especial notice. The body of the work contains all the matter needed by ordinary pupils, while the supplement carries forward the subject to meet the wants of all who wish to take a more extended course. It is a very common complaint that there are too many books in Arithmetic—that the "Higher" works begin just where the lower ones do—that the only difference is in size, and not in a different treatment of topics. The Complete Arithmetic is a noticeable exception in this respect. In a single book of moderate cost we have all the matter needed in Grammar and High Schools.

In his treatment of subjects, the author follows the inductive method with commendable thoroughness. We have not first a rule and then the solution of an example by its aid; but a concrete illustration of the principle, and then a rule, as the consequence of an induction. For example, in Fractions, there is first an illustration of the principle involved, by means of lines, and then follows the rule. This is the general method of the book, and entitles it to the consideration of all who wish to see a more rational way of teaching this much abused subject.

The supplementary matter is of real value, and is not designed to be mere "filling." Here is an interesting account of thermometers, with directions for changing one scale with another, as Fahrenheit into Centigrade, etc.; a clear treatise on Weights and Measures, both common and metric; and a chapter on Bookkeeping, by means of which a pupil may readily learn all that is essential to the management of ordinary business.

A HANDBOOK OF NATURAL PHILOSOPHY. By W. J. ROLFE and J. A. GILLET. Boston: *Woolworth, Ainsworth & Co.* 1868. pp. 301. $1.75.

So far as we know, this is the only text-book on Natural Philosophy written upon the Baconion method. What is the spirit of BACON'S method? A careful observation of facts as the ground of *induction*. Laws are embodied in phenomena; and to discover laws we must examine phenomena and proceed inductively. It is not a little strange that a method which has almost created Natural Science, should be disregarded in our scientific text-books. Nearly all our books begin with the formal statement of definition and principles, and then proceed to illustration—the very inverse of the true method.

The book before us, in the main, is constructed upon the inductive plan. The attention of the pupil is first directed to certain facts, and then follows the definition or law. The illustrations are simple—such as pupils may readily observe. The language is very clear and yet concise; and each topic is treated with sufficient fullness for the purpose intended. The "Summaries" at the end of each chapter is a valuable feature, and the Problems are well calculated to test the pupil's knowledge of each subject. We must say that, all things considered, we think this is the best text-book on Natural Philosophy which we have seen; and we advise those who intend to use a work of this kind to give it an examination.

A PRACTICAL ARITHMETIC. By G. P. QUACKENBOS, A. M. New York: *D. Appleton & Co.* 1867. pp. 335.

Mr. QUACKENBOS must become notorious in the authorship of school books. He has already prepared books in several departments of study, and will probably continue till he has reviewed the whole field. We do not say this to cast any reflections upon the character of his works, although it would be anomalous for one person to write well on so many distinct subjects. This book is based upon the works of Mr. PERKINS, who has a reputation both as a mathematician and an author. It is one of several text-books on Practical Arithmetic which are of about equal merit. It is a good book, with which any teacher or pupil will be satisfied. Where the other numbers of the series are in use, this will be acceptable.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE. By THOMAS W. HARVEY, A. M. Cincinnati: *Wilson, Hinkle & Co.* 1868. pp. 264.

The thought uppermost in our mind, after an examination of this book, is, why publish a new Gramnar which, so far as we can see, has no peculiar excellence? It has seemed to us that an author should forbear to publish a work unless he has something new to offer, either in matter or method. In this case, the method of Grammatical study is the same which has prevailed from the time of MURRAY. We believe the entire method to be wrong in theory and lame in practical results; but we find very few to agree with us, and so, of course, have little encouragement to offer a criticism on this point. Nor can we discover anything new in its subject matter. We have the same classification and the same definitions which are familiar to all who have studied BROWN. "The coming man," not yet born, is he who shall write a Rational Grammar of the English Language.

EATON'S ELEMENTARY ALGEBRA. By WILLIAM F. BRADBURY, A. M. Boston: *Taggard & Thompson.* 1868. pp. 252.

The author of EATON'S Arithmetics designed to add an Algebra to his series, and had begun the preparation of it, when his death occurred. The task has been taken up and completed in a very creditable manner by Mr. BRADBURY. While this book has no peculiar excellency, being neither better nor worse than several similar works, it is still a clear treatise on Elementary Algebra, and will be very acceptable to those who are using this series.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

PROCEEDINGS OF THE ASSOCIATION OF SUPERINTENDENTS OF COMMON SCHOOLS.

MARSHALL, July 7th, 1868.

PURSUANT to call of the Executive Committee, the Association of County Superintendents met in the Court House at 2.30 P. M., and was called to order by the President, Supt. PUTNAM, of Kalamazoo. Prayer was offered by Supt. PIERCE, of Washtenaw, after which the roll was called, and the following Counties found to be represented, viz: Allegan, Barry, Calhoun, Cass, Clinton, Eaton, Ionia, Jackson, Kalamazoo, Kent, Macomb, Monroe, St. Clair, Washtenaw, and Wayne. The minutes of the preceding meeting were read and approved.

On motion, Principals of Union Schools and Ex-County Superintendents present were invited to participate in the deliberations of the Association.

A motion, made by Supt. PIERCE, that a Special Committee of three be appointed by the Chair, whose duty it shall be to designate the time for holding semi-annual meetings of the Association, was carried, and Supts. PIERCE, BRIGGS and MUDGE were appointed such Committee.

A paper on "Rate Bills" was read by Supt. PALMER, of Barry, after which the subject was discussed by Supts. PIERCE, MUDGE, PALMER, BALLOU, GASTON, BRIGGS, TOLL, and Prof. THORPE.

Supt. MUDGE then moved that the subject of Rate Bills be referred to a Special Committee of three, of which Supt. BRIGGS should be chairman. Carried, and Supts. MUDGE and TOLL were added to the Committee.

By request of the Association, Mr. E. F. ADAMS, of Hillsdale, made a statement in regard to the method of raising school funds in the State of Ohio, and explanatory of the township system.

The topic, "Examination of Teachers," was then discussed by Supts. DARRAGH, PALMER, MUDGE, PIERCE, GASTON, MARBLE, Prof. THORPE and the President.

Adjourned until 8 P. M.

EVENING SESSION.

On motion, Ex-State Supt. F. W. SHEARMAN was invited to sit with the Association and participate in its deliberations.

A paper was then read by Supt. PUTNAM, of Kalamazoo, on the "Importance of the Change from Township to County Inspection." On motion, the publication of the same in the MICHIGAN TEACHER was requested by the Association.

On motion of Supt. BRIGGS, it was decided that when the Association adjourn to meet at 8 A. M. to-morrow, and that the first topic for discussion be the "Examination of Teachers." Adjourned.

SECOND DAY—MORNING SESSION.

The Association was called to order by the President at 8 A. M., and the session opened with prayer by Supt. BICKNELL, of Kent. The roll was called, and the minutes of the preceding day's session read and approved.

The "Examination of Teachers" was then discussed by Supts. PIERCE, BRIGGS, GASTON, PALMER, MARBLE, BALLOU, MUDGE and CLARK.

The following resolution was offered:

Resolved, That for a certificate of the Third Grade the candidate be required to pass an examination in the studies required by law, in which at least sixty per cent. of the answers shall be correct in each branch of study.

Supt. MUDGE moved to amend the resolution by adding thereto after the word "study" the words "And seventy per cent. in the general average." Carried, and the resolution adopted as amended.

The following resolution was then offered by Supt. MUDGE:

Resolved, That it is the opinion of this Association that no teacher has the ability to teach and manage a school without some knowledge of the leading features of U. S. History, and a knowledge of the elements of Physiology, so far as relates to the ventilation of school houses and the care of children.

Adopted.

After a short recess, the President announced the next subject in order to be a paper by Supt. BRIGGS, of Macomb, on "The Township System of Schools." The subject was discussed by Supts. PIERCE, PALMER, MARBLE BRIGGS, BICKNELL, MUDGE, CLARK, WHITNEY and BALLOU.

A motion that the whole subject be referred to the Committee on School Legislation, was withdrawn. It was then moved by Supt. GASTON that the subject be referred to a special Committee of three, with instructions to report this P. M., of which Committee Supt. BRIGGS should be Chairman. Carried, and Supts. GASTON AND BICKNELL added to the Committee.

Supt. BRIGGS moved that the Chair appoint a Committee of three to nominate members of the Executive Committee to fill vacancies caused by the resignation of Supts. HURD, PERRY and PIERCE, members of said Committee. Carried, and Supts. BICKNELL, BALLOU and CLARK appointed such Committee. Adjourned.

AFTERNOON SESSION.

The Association was called to order at 2 P M. by the President, when the Committee on nomination to fill vacancies in the Executive Committee reported, through their Chairman, Supt. BICKNELL, nominating Supts. BRIGGS, BALLOU and GASTON. The report was accepted, and the gentlemen nominated duly elected.

The committee on time of holding semi-annual and annual meetings reported as follows: That the semi-annual meeting be holden the first Tuesday after July 4th, and that the annual meeting take place on the 27th day of December. Accepted and adopted.

Supt. BRIGGS submitted the following report of the Committee on Rate Bills: *Resolved*, That among the many hindrances which prevent the proper success of our common schools, we recognize the "Rate Bill" as the most potent, and urge such agitation of the subject by all the friends of education as will result in its abrogation and entire banishment from our system. Adopted.

The Committee to whom was referred the matter of drafting resolutions embodying the sentiments of the Association relative to the Township System of Schools, reported as follows:

WHEREAS, It seems necessary to the highest efficiency of our schools that there be such an alteration of the present District System as shall secure equality of school privilege to all the scholars in our Common Schools, lead to a proper gradation of the schools, and consequently to better classification, and equalize the expense of supporting the schools and of building suitable school houses and keeping them in proper repair, therefore,

Resolved, That it is the sense of this Convention that many of the difficulties which now beset our schools would be overcome by substituting the Township for the District System; that the duty of maintaining schools for the equal benefit of all the children should devolve on the Township; and the more immediately the Township in its corporate capacity is connected with its own schools, the more effectually can their duty be performed.

Resolved, That the Committee on School Legislation appointed by this Association at its last meeting be instructed to present this subject in a favorable light to the State Legislature at its next session.

Adopted.

On motion of Supt. MUDGE the examination of teachers was again taken up and further discussed with reference to grading certificates by Supts. PIERCE, BROWN, of Wayne, MARBLE, CLARKE, HOOKER, and others.

After a short recess had been taken, Supt. BRIGGS presented the following resolution, which was adopted:

WHEREAS, It is desirable to secure uniformity in the examinations of teachers, and establish a method that shall fairly test the qualifications of the applicant, therefore,

Resolved, That all applicants for teachers' certificates shall be required by the County Superintendents to submit to both a written and oral examination.

Supt. CLARKE then submitted the following:

Resolved, That in addition to the common English branches, applicants for second grade certificates shall pass a satisfactory examination in U. S. History, Physiology, and, in Counties where deemed desirable, Algebra, and in addition still, for the first grade, in Natural Philosophy and the Elements of Botany, and the examination shall be deemed satisfactory when eighty (80) per cent. of the questions asked shall be correctly answered.

The resolution was adopted.

On motion of Supt. PUTNAM the resolution relative to grading certificates was referred to a Committee consisting of the Secretary and Prof. WHITNEY, with instructions to arrange the same in compact form for publication.

The next topic in order on the programme, "A Free Conference upon the Results of the Year," being announced, cheering and interesting reports of progress were listened to from the various counties represented.

Adjourned.

EVENING SESSION.

The Association was called to order at 8 P. M., and after a prayer had been offered by the Rev. Mr. CLARK, of Marshall, the paper of Supt. PIERCE, of Washtenaw, entitled "A Sketch of Early Times" was listened to. At the conclusion of the address a vote of thanks was, on motion, tendered Supt. PIERCE, by the Association, for the able and interesting paper read before them. The Association then adjourned until 9 A. M. to-morrow.

THIRD DAY—MORNING SESSION.

The Association convened at the hour appointed, and was called to order by the President. Prayer was offered by the Rev. Mr. MOORE, of Marshall. On motion the order of the afternoon session of yesterday was then resumed, and the Supt. from Kent called upon for a report of "The Result of the Year" in his County. Supts. BRIGGS, CLARK, PIERCE and BROWN, of Wayne, followed on the same topic. A resolution requesting a copy of the address read before the Association by Supt. PIERCE, for publication in the MICHIGAN TEACHER, was adopted. Supt. BRIGGS offered some additional remarks showing the condition and progress of schools in his County, and made inquiry as to what had been done in regard to Library Money, which inquiry called forth remarks from Supts. HOOKER and MUDGE, showing the illegal application of this fund to other than library purposes.

A motion of Supt. BRIGGS, that the Association, through the Committee on Legislation, memoralize the State Legislature at its coming session to so modify the school laws as to make five days a school week and forty weeks a school year, was carried.

The subject of Monthly Reports was then called up, and a statement of what the Committee, appointed at a former meeting of the Association, had done toward perfecting a system of reports, and presenting appropriate blanks, was made by Ex-Supt. WHITNEY.

A motion was made that the Committee on Blank Reports endeavor to secure, through the aid of the State Superintendent of Public Instruction, a system of Blank Reports to be used the next school year, which motion was carried.

Supt. BRIGGS offered the following resolution:

Resolved, That a Committee be appointed to consult with the State Superintendent in the matter of furnishing the County Superintendents of the State with a general blank record book from the State office, and if it should appear that no action can be taken by the State Superintendent in this matter, said Committee be authorized to prepare and supply the Counties with a book of that sort.

The resolution was adopted, and Supts. BRIGGS, BICKNELL and MUDGE were appointed such Committee.

The matter of question papers for examinations of teachers was introduced and discussed by Supts. BICKNELL, CLARK, L. R. BROWN, and others.

Supt. CLARK moved that the Committee on Blank Books have the matter of getting up question papers under consideration, and that they report at the next annual meeting, which motion prevailed.

Supt. BICKNELL, in behalf of the Committee on Legislation, requested each Supt. to use his influence with members of the Legislature, to the end

that we may secure needed reforms. This suggestion was adopted unanimously.

After the customary vote of thanks to the citizens for hospitality extended, and a few kindly and congratulatory remarks from the President, the Association adjourned to meet at Adrian, December 27th, 1868.

DANIEL PUTNAM, *President.* A. B. DARRAGH, *Secretary.*

ASSOCIATION OF PRINCIPALS AND SUPERINTENDENTS OF UNION SCHOOLS.

MARSHALL, Thursday, July 9th, 1868.

At the adjournment of the Association of County Superintendents, the meeting of Principals of Union Schools was called to order by Supt. STRONG, of Grand Rapids, and upon motion Prof. C. L. WHITNEY, of Ypsilanti, was chosen Chairman.

On motion, a Committee of three was appointed to draft a plan for permanent organization. Supt. STRONG, and Profs. T. N. WELLS, of Bay City, and B. E. WOOD, of Romeo, were appointed, and, on motion, the chairman, C. L. WHITNEY, was added.

D. E. THOMAS, of Dowagiac, was chosen temporary Secretary.

On motion, Messrs. THORP, of Paw Paw, OTIS, of Marshall, and THOMAS were appointed a Committee to nominate officers for the permanent organization. Adjourned to meet at 2 P. M.

AFTERNOON SESSION.

The meeting was called to order as per adjournment.

Supt. STRONG, Chairman of the Committee on Permanent Organization, made the following report, which was accepted and adopted:

PREAMBLE.—For the purpose of securing a more united and systematic method for the improvement of the Union and Graded Schools of Michigan, and especially of bringing about greater uniformity and efficiency in the organization, instruction and management of those schools, we, the undersigned, do form ourselves into an Association under the following Constitution:

ARTICLE I.

This Society shall be known as the "Association of Principals and Superintendents of Union Schools of Michigan."

ARTICLE II.

SECTION 1. The Officers of the Association shall be a President, Vice President, Secretary, Corresponding Secretary, Treasurer, and a Board of Directors composed of five members, two of whom shall be the President and Secretary. They shall hold their offices for one year.

SEC. 2. The duties of the President, Vice President, Secretaries and Treasurer shall be those usually performed by such officers.

SEC. 3. It shall be the duty of the Board of Directors to appoint the time and place of all meetings of the Association, and give due notice of the same: to secure papers and lecturers for such meetings, to prepare topics for discussion, and to use such other means as they may deom desirable to increase the interest and usefulness of the Association.

ARTICLE III.

All Superintendents and Principals of Union and Graded Schools in Michigan shall be eligibl to membership, and may become members by signing this Constitution.

On motion of Prof. GASS, of Lansing, an addition was made of

ARTICLE IV.

This Constitution may be amended at any regular meeting by a two-thirds vote of the members present.

Prof. THORPE, of the Committee on Nominations, reported the following officers:

President—E. A. STRONG, of Grand Rapids.

Vice President—T. N. WELLS, of Bay City.

Secretary—D. E. THOMAS, of Dowagiac.

Corresponding Secretary—B. R. GASS, of Lansing.

Treasurer—J. S. LANE, of Jackson.

Board of Directors—E. A. STRONG, of Grand Rapids; W. H. PAYNE, of Ypsilanti; J. EASTABROOK, of East Saginaw; C. L. WHITNEY, of Ypsilanti; D. E. THOMAS, of Dowagiac.

On motion, the report was accepted and the officers named duly elected.

The President elect was then introduced, and, upon taking the chair, read a paper upon "The work the Association was designed to accomplish."

The topic of "Teachers' Meetings" was taken up and discussed at some length by Messrs. WHITNEY, STRONG, WOOD, THOMAS, THORPE, OTIS, WELLS and others.

Papers had been expected from Supts. DOTY, of Detroit, and PAYNE, of Ypsilanti, but, owing to sickness, these persons could not be present.

A paper was given upon School Statistics by C. L. WHITNEY.

On motion, a Committee of three, Messrs. WHITNEY, THORPE and OTIS, were appointed to report upon the best form of blanks for School Reports.

EVENING SESSION.

The minutes were read and approved. The Committee on School Reports, etc., made a report in accordance with the paper of the afternoon, and urged the adoption and use of forms for keeping records and making monthly reports. The report was approved.

Prof. WOOD, of Romeo, read a paper upon the subject, "Should teachers be familiar with their pupils?"

On motion, Supts. STRONG, of Grand Rapids, DOTY, of Detroit, and PAYNE, of Ypsilanti, were appointed a Committee to gather information respecting school libraries—the lawful funds for the support thereof—present and projected school buildings, and improvements relating thereto.

On motion, the Board of Directors were requested to direct the preparation of a paper for the next meeting upon the "Course of Study for Graded Schools," with reference, also, to pupils who enter school for but one or two terms a year.

On motion, the Association adjourned to meet at the call of the Board of Directors.

D. E. THOMAS, *Secretary.*

TEACHERS' INSTITUTES.

The appointments for the Fall series of Institutes appear from the papers to be as follows:—At Parma, August 24th; Adrian, August 31st; Charlotte, September 7th; Flint, September 14th; and Corunna, October 19th. Each will begin at 1 P. M. on the day appointed, and continue five days.

COUNTY INSTITUTES.

Supt. GASTON, of Cass County, will hold an Institute at Dowagiac, beginning August 31st and to continue four days, at the close of which an adjourned meeting of the Cass County Teachers' Association will be held.

Supt. BALLOU, of Allegan county, will hold a series of four Institutes in in his county, beginning in September.

Other County Institutes will doubtless be held in the various Counties, aiding to bring into the field a better qualified class of laborers. We hope they will all send us reports of their doings.

COMMENCEMENTS.

The trains which carried the last issue of the TEACHER to its readers, took many visitors, Alumni and students of the University to their homes from Commencement Exercises, which this year were of more than usual interest.

The usual Baccalaureate sermon was preached by Dr. HAVEN on Sabbath afternoon from I. Tim., chap. 5, verses 24 and 25.

The annual address before the Young Men's Christian Association was given Sabbath evening by Dr. NEWMAN, of New Orleans.

The Literary Societies were addressed on Monday evening by Rev. A. D. MAYO, of Cincinnati, whose subject was, "Western Culture and Western Men."

The Regents voted to grant the degree of Mining Engineer upon six students in the regular course; that of Civil Engineer upon eleven; Bachelor of Science upon five; and Bachelor of Arts upon thirty-four.

The degree of M. S. was conferred upon three persons; that of M. A. upon fourteen, among whom were O. B. CURTIS, J. D. H. CORNELIUS and W. A. SIMPKINS, well known teachers in the State. The degree of M. D. was conferred upon four persons.

The Honorary degree of LL. D. was conferred upon DOMINIQUE F. SARMIENTO, of the Argentine Republic; also upon Prof. JAMES R. BOISE, of the Chicago University, and Prof. H. A. NEWTON, of Yale College.

The Alumni Meetings were well attended and full of interest. The oration was by Rev. L. R. FISK, subject, "Relations of the University to the State of Michigan."

Mr. S. C. STACY, of Tecumseh, gave the poem of the evening.

The annual class reunions passed off with pleasure to all, while the several societies discussed liberal bills of fare with returned friends.

The commencement exercises were held on Wednesday. An excellent programme was given, which was well appreciated. The class of this year is the largest which has yet graduated.

The Alumni dinner, with its good cheer, its toasts and responses, was not least in the exercises of the week, which exercises closed with the usual reception at the home of the President. The Regents appointed Dr. A. S. KIDZIE Professor in the Medical College in place of Dr. ARMOUR, and Dr. HENRY F. LYSTER, of Detroit, Professor of Surgery in place of Dr. GREEN resigned.

KALAMAZOO COLLEGE.—Had its baccalaureate sermon from Rev. Dr. BAILY, acting President of the College, on Sunday morning. The annual meetings of the several societies, with addresses and other exercises, were duly held.

The commencement exercises were of a two-fold nature, being essays from ladies of the graduating class, three in number, and orations from the theological class, four in number. After the reading of these, the usual degrees were conferred. The degree of A. M. was conferred upon P. HOEDMAKER, of Holland, Europe, and A. G. PIERCE, of Kalamazoo, and the degree of D. D. upon SAMUEL CORNELIUS, of Ann Arbor.

HILLSDALE.—The usual College exercises were had in this College. A class of 25 graduated, of which 14 were gentlemen and 11 ladies, all of whom did themselves credit. The degree of B. S. was conferred upon eight and that of B. A. upon six, the ladies receiving diplomas. H. L. AMBLER, of Cleveland, received the degree of M. S., and Rev. GEO. F. DAY, of Dover, N. H., that of D. D.

ALBION.—The baccalaureate sermon was given by Pres't JOCELYN, from the words "What is Your Life?" Dr. E. O. HAVEN lectured before the literary societies on Tuesday evening. The other exercises attendant upon commencement week came in their usual places. The usual degrees were conferred upon the ladies. Prof. PERRINE has resigned his position in the College, and is to be succeeded by Prof. EUGENE HASSELL. The students deeply regret the resignation of Prof. PERRINE, and expressed the same in a series of resolutions.

Much has been done in the past year by the friends of this institution towards securing a better endowment, and the results are encouraging. Some repairs are to be made on the buildings, and the south building furnished.

OLIVET.—The baccalaureate was by Rev. A. BALLARD, of Detroit. The address was by Rev. J. W. MILLMAN, of Newton, Mass. On Wednesday evening Rev. J. P. GULLIVER, of Chicago, lectured before the literary societies—subject, "Traces of the Divine Plan in Human History." The graduating exercises passed off pleasantly. Six gentlemen and four ladies formed the class, and at the close of the exercises received their degrees or diplomas from President MORRISON. The exercises of the week were concluded with a grand concert, which was a success.

MISCELLANEOUS AND PERSONAL.

The able report of Supt. WINCHEL, of the Adrian schools, shows the following interesting items: "The total number of enrollments has been 2,224 for the year, against 1,867 of last year. These numbers, diminished

by the transfers for the respective years, show 1,500 pupils in attendance this year against 1,486 last year. The average number belonging has been 1,181 against 1,058 last year. The average daily attendance has been 1,104; last year it amounted to 1,039. The whole number of days attendance has been 210,835. Last year it was 189,103. There were 196 school days last year, 195 this year. The number of cases of corporal punishment has been 764 against 970 last year. There have been 87 cases of suspension against 51 last year. There have been $363.44 collected as tuition of foreign pupils this year, against $55.55 last year. There have been 28 teachers, including the Superintendent, in constant employment. Last year there were 26."

In June the Ann Arbor public school in charge of Prof. E. JONES graduated a class of 16 gentlemen and 19 ladies, who did credit to themselves and their instructors.

The Lansing schools have been united into one system, and put under the superintendency of Prof. B. R. GASS. A good move.

The citizens of Wyandotte laid the corner stone of their new Union School house on the 5th of July, with appropriate ceremonies, County Supt. L. R. BROWN giving the address.

The new school building of Saginaw City is completed, and has been accepted from the builders. It is an imposing structure, in a central position, and will accommodate 1,200 pupils. By September 1st the grounds will be graded and fences made, and the necessary furniture, etc. arranged. Prof. EWING remains in charge of the schools another year.

Miss LOTTIE A. WHITE, late graduate of the Normal School, is Preceptress in the Dowagiac School, vice Miss A. WALL, resigned, and Miss E. D. HUNSIKER has the Grammar School department.

Prof. W. S. PERRY, late of Coldwater, goes to Prairie Du Chien to take charge of the Prairie Du Chien College.

Miss JOSIE HARRIS, late of Buchanan, takes charge of the Grammar School at Manchester.

Prof. LAWTON, formerly Principal of the Ann Arbor Public Schools, has accepted the position of Superintendent of the Schools at Jackson, and Miss BREARLEY, late Preceptress of Jackson Schools, has been elected to a high position in the Chicago Schools.

W. J. STEWART has, after a year's interval, during which he has completed his University Course, again taken charge of the Public School at Hastings.

Prof. CHAS. HURD, Principal of Public Schools of Manistee, has lately been appointed Superintendent of Manistee county, vice Supt. RAMSDELL.

Prof. PRITCHARD has taken charge of the Public Schools of the city of Pontiac.

MATTERS ABROAD.

AMERICAN.

CONNECTICUT.—The financial statement of the Executive Committee of Yale College has been published, and shows that the Yale Treasury is in a most satisfactory condition. The endowments of Professorships in the various departments of the College are stated as follows: Natural Philosophy, $15,000; Modern Languages, $31,330; Divinity, $43,443; Metaphysics, $20.000; Law, $6,500; Sanscrit, $12,000; Botany, $23,000; Musical Instruction, $10,000.

NEW YORK.—We select the following from the report of Hon. V. M. RICE:

For the support of Common Schools, Public Moneys, including three-quarters mill tax,	$1,403,163 84
Voluntary local taxation in the School Districts,	5,591,871 06
Rate Bills,	743,306 72
Other sources,	1,134,890 74
EXPENSES DURING THE YEAR.	
Teachers' wages,	4,881,447 53
Libraries,	24,414 86
School Apparatus,	211,637 82
Building and repairs of school houses,	1,712,523 36
Miscellaneous and incidental,	850,884 73
Balance reported on hand,	1,192,324 06
Total number of children and youth between the ages of five and twenty-one years,	1,372,853
No. of children between the ages of six and seventeen years,	943,690
No. of children of school age who have attended the public schools during some portion of the year,	947,162
Teachers employed in public schools for 28 weeks or more,	15,606
No. of male teachers,	5,263
No. of female teachers,	21,218
Amount of money to be apportioned for the support of Common Schools, for the current fiscal year,	$2,400,134 65

PENNSYLVANIA.—Several changes have been made in the faculty of the Pennsylvania University. Prof. STILLE has been elected Provost in place of Dr. GOODWIN, resigned. Prof. HIRAM CORSON, formerly of Philadelphia, an eminent philological scholar, is appointed to the new Chair of Elocution and English Composition, and Dr. C. P. KRAUTH fills the Chair of Mental and Moral Philosophy, vacated by Prof. STILLE.

Prof. E. D. BASSETT, the colored Principal of the Philadelphia Colored High School, has received the degree of Master of Arts from the Lincoln University, Oxford, Pa.

Prof. SAMUEL H. WHITE, principal of one of the Chicago Public Schools and Associate Editor of *The Illinois Teacher*, has been appointed Principal of the new Normal School at Peoria, Ill.

FOREIGN.

GERMANY.—The Teachers' Association in Chemnitz has issued a memorial looking to a reform of school affairs. Four topics are considered—1. The position of the School; 2. Its outer and inner organization; 3. The

education and installation of teachers; 4. Their rights. Under the first head, the memorial, while not attempting to decide whether the school should be a State or Communal institution, evidently leans to the latter. It endorses compulsory attendance, and demands the separation of the School from the Church. Those parents who fail to educate their children are to be punished—they must be compelled until they are educated enough to compel themselves.

In the Prussian Parliament, F. HARKORT complains that although the greatest liberality has been shown toward the heroes in the late war, a smaller amount has been appropriated for the schools than in 1867. In 1853–65 the military budget was 17,000,000 Thaler, the population increased from sixteen to nineteen millions; the budget for all schools about 73,000 Thaler. "This happens in an intelligent State, which has 35,000 teachers and 3,000,000 school children." The number of uneducated recruits has doubled since 1844. The Normal Schools have but few pupils, and in Liegnitz ninety-one teachers were lacking in 1861.

The city of Danzig has sent in a petition, demanding

1. The separation of the School from the Church.
2. A higher standard of education in the Common School.
3. The same in regard to the Teachers' Seminaries.
4. The division of pupils in the Common Schools into such classes that no teacher shall be obliged to teach more than fifty to sixty children.
5. The control of the schools to be in the hands of local officers, and not of the State.
6. The schools entirely free.
7. The State to be responsible for the support of the schools.
8. The teachers to have a sufficient salary and pension fixed by law.

The 16th General Meeting of German Teachers took place at Hildesheim, June 10th, 11th, 12th and 13th, 1867. There were 710 teachers present, 500 of whom belonged to the Kingdom of Prussia. In the main assemblage, the following were among the papers read:

On the Formation of Character;
On the Principles of School Legislation in the Present Time;
Popular Superstition and the School, by Dr. RIECKE, of Würtemberg;
School Statistics.

HUNGARY.—The teachers of the Banat have formed an Association, and a fortnightly School Journal has been established.

BRAZIL.—The Rev. J. C. FLETCHER has been commissioned to collect information in regard to school systems in the United States, with a view to a similar organization in Brazil.

The Michigan Teacher.

Vol. III.—YPSILANTI, OCTOBER, 1868.—No. 8.

Vacation Notes.

NASHVILLE, the National Teachers' Association, and Mammoth Cave, were all to be visited. You can imagine with what pleasure this trip was anticipated; that stout shoes for the nine miles trip in the cave were ordered, and those muslins were packed for August days in Tennessee.

Some very romantic ideas about catching cholera and yellow fever, being shot by a Ku Klux, or lost in the cave, had been entertained, while on the road to Cleveland to meet expected companions for the remainder of the journey. But alas for muslins, stout shoes and romantic ideas! Instead of the expected friends came a telegram, brief as usual, saying "Cannot go to Nashville."

Talk not of disappointments. Of course I did not cry, but went somewhere else. First, then, I went to see my former teachers and the school which is inseparable from their lives and interests. They told me I was in Oberlin, but it was not the Oberlin of my school days. Fifteen years had put costly, substantial buildings in place of cheap, temporary ones, built up entire streets where we used to go on botanical tramps, planted new trees and doubled the size of old ones. Our old flower garden, which envious students, to whom it was forbidden ground, used to call Paradise Lost, is filled up with groceries, shoe shops, a bank, and other such modern contrivances. Vacation had

Entered according to Act of Congress in the year 1867, by Pane, Whitney & Goodison, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan.

taken students to their homes and professors to the sea side, to the White Mountains, to the Western prairies and I know not where else. There where remaining at home Mrs. DASCOMB, who is the same good mother to the school girls of to-day that she was to those of years ago; the former President, Mr. FINNEY, who is enjoying a deservedly happy old age; Dr. MORGAN, on whom the beauty and simplicity of the patriarchs seem to have fallen, and a few other friends of former years. WILLY is a prominent editor in a neighboring city; FRED pursuing his studies in a German University; TOMMY is resting in a soldier's grave. These were children with whom I used to spend an idle hour, telling stories. Old scenes and old friends should be visited often if we would not be saddened by changes. One week, and away again.

The lake itself is the great attraction of the Lake Shore Rail Road, especially in time of dust, drouth, and grass hoppers. No wonder that the foreigner, ignorant of geography, should have thought himself near the Atlantic. A poor man in the cars, who spoke no English, and who could find no one who understood German, was in great distress about something, till my pity helped my courage and I ventured my little knowledge of German and asked him what was the matter. "Are we near the city of New York?" he asked. "No; not far from Buffalo." "But is not that water the ocean?" Explanation and instructions followed, greatly to the joy of the poor man, who broke down and wept like a child. Thankful that I was capable of doing a kindness to one human being, I left the cars, greatly to the regret of my new friend.

A ride of a few miles brought me to a little village and an old-fashioned house, and true friends that welcomed my unexpected coming.

A former vacation spent here had brought back lost health. Daily rambles among the hills, and the odor of hemlock woods, had proved better restoratives than DIO LEWIS' light gymnastics, or patent medicines. A climb to the top of a neighboring hill had always been rewarded by a view of lake Erie. The blue waters, specked with sails and steamers, the Canadian hills rising like a rim on the other side, looked like a bowl of clear water,

with here and there an unlucky fly dropped into it. Though several miles away, it would seem, when the air was clear, that with one good spring you might overleap forests and fields, and throw yourself into the lake. But this summer the forests were on fire, and a curtain of smoke shut off the sight of the water from the parched earth.

The country schools of this region are in a languishing condition, and are far behind the average district schools of Michigan. Their county superintendent receives a salary of five hundred dollars a year. You can draw conclusions for yourself.

Buffalo, in the same county, may well be proud of her schools. But that city has its own superintendent and school regulations. There are nearly forty well graded ward schools. A visit to two of these schools, No. 10 and No. 36, was instructive and pleasant. No. 36 has a model building, the rooms on each floor being separated from each other by sliding glass partitions, and can be thrown into one in a moment. Flowers, pictures, perfect neatness, and *teachers* that well deserve the name, everything made this a charming school. No. 10 is not so nice a building, but there is good work done there.

In the high school the instruction was well given and well received. Summaries of all lessons in the form of written abstracts or tables, are made by each pupil; these are reviewed and re-reviewed. Prompt recitations, good language, and general thoroughness were the rule, but beyond this there seemed to be a wholesome moral influence at work, something above the mere study of books, that brings into growth a manly character in boys and true womanliness in girls.

One custom in this school I have not noticed elsewhere. At the close of the morning devotions a young man, the secretary of the school, stepped out before the assembled students and teachers and read a report of the previous day's work. The number of students present, the number tardy, the number of visitors, the result of examination of candidates, only five out of thirteen of whom were admitted, a welcome to these new members, and the general progress of the school were the principal items reported. Mr. SPENCER, the principal, told me that this practice was of seven years standing, and had been salutary in

its effects upon the school. Sometimes reports of barometrical and thermometrical observations were given, thus stimulating much interest in that direction.

At a slight hint from the teacher, the secretary sometimes acted as a spur to truants and delinquents. These reports were never permitted to sink down to personalities, but were of a dignified character, well worthy a company of gentlemen and ladies. This is but one example of the means employed by this teacher to govern his school through the pupils themselves.

Buffalo will soon have in operation a Normal School, which the State supports for the education of its teachers. The building will be ready for use in a few months. Another short visit at the Falls, the all important custom house officers satisfied that there are no smuggled goods in my trunk, a day's ride through Canada, and vacation is gone, and one teacher, at least, is quite willing that school should begin again. R. H.

ENFORCED SCHOOL ATTENDANCE.

A MASSACHUSETTS LAW, AND HOW IT WORKS IN SPRINGFIELD.

REV. S. C. BUCKINGHAM TO CHICAGO "ADVANCE."

OUR Massachusetts laws assume that a good common school education is necessary to qualify one to be a good citizen. They, therefore, provide for all the means of obtaining such an education, and deem it a crime for one to deprive himself, or deprive another of it. Accordingly mill-owners and manufacturers are punished for employing children between the ages of ten and fourteen years, who have not attended school at least six months during the preceding year. Children between the ages of seven and sixteen, who neglect to attend school, and are growing up in ignorance and idleness, may be fined, or sent to some Reform School. The State law is as follows:

"Each city or town may make all needful arrangements concerning habitual truants, and children not attending school, or without any regular

occupation, or growing up in ignorance, between seven and sixteen years of age; and also all such By-Laws as shall be deemed most conducive to their welfare, and the good order of such city or town; and there shall be annexed to such By-Laws suitable penalties, not exceeding $20 for any one breach: Provided that such By-Laws shall be approved by the Superior Court of the county."

Each city or town is also authorized to establish a Reform School of its own, for this class of persons, and may send them there, if thought best, instead of fining them.

Under these laws, our city government has set apart one wing of our Alms House to be such a Reform School, and placed it in charge of a suitable matron and teacher. It has also adopted an ordinance, in accordance with these laws, which sends such truants to this school for a period not exceeding two years.

The School Committee then established what they call an Ungraded School, where habitual truants may be sent, and kept under instructions until they can return to the Graded Schools. They put this school in charge of a gentleman, with an assistant female teacher, making him their principal Truant Officer. It is made his duty to look up all truants, and investigate the cases reported to him from all the Public Schools. He is to visit the homes of such children, and ascertain whether the parents or guardians know of their absence from school, and whether there is any good reason for it. He is expected to do it in a kind and sensible way, and so as to make parents feel that he is aiding them and seeking the good of their children. When he is satisfied, that according to the letter and spirit of the law, they are "not attending school, or without regular occupation, or growing up in ignorance,"—he takes them with him to the Ungraded School, which they are required to attend regularly, until their attainments and habits admits them to some of the Graded Schools. But if they are irregular there, they are given to understand that they will be taken before the Police Court and committed to the Reform School. This is sufficient with most children to secure their regular attendance, so that the number actually sent to the Reform School is small. This system so increases the attendance upon all our schools, and makes it so regular, that it furnishes the best remedy for truancy.

The result has been with us, that after a trial of two years we find the plan working admirably. Eighty-seven per cent. of all the children of the city, between 5 and 15 years of age, and deemed by our laws of suitable age to attend the public schools, are in them. This leaves only 13 per cent., which in cludes all who are in our private schools, and are sick, and are engaged in some regular and necessary employment. Truancy is so rare in our largest schools that they report few cases that need the attention of the truant officer. Last week, for example, one of the Grammar Schools, and the eight schools connected with it, and containing more than 400 children, reported no case of truancy to the truant officer for the week. Another Grammar School and the 12 schools connected with it, and containing more than 600 children, reported only two cases for the week. The Ungraded School contains an average of only 30 pupils, four or five of whom are girls, and one-half of them are returned to the graded schools in a term or two. The Reform School contains only 20 children, and these are the worst class in the city, some of whom would have been in jail if they were not there.

We visited the jail at one time last winter, to see if there were any boys in there, and were informed that there were nine. We asked the jailor how many he usually had, and he replied, half a dozen. We happened to remark that the enforcement of the truant law had made such a difference on the street, that gentlemen complained that they could not find a boy in school hours, to hold a horse, or black their boots. A stranger who stood by, remarked that this was not so; that he could always find boys enough at the depot to black his boots, as was the case when he came in town last. We inquired when it was that he found so many, and ascertained that it was on Saturday, when we have no schools in session.

It is a fact, and a good illustration of the system adopted, that the little boot-blacks on the street, and about the depot, and before and after school on any day, put up their boxes, and wash up, and are on their way to school, whenever school is kept, as regularly as other children. We have, on one of our streets, a sign of this kind: "*Whitewashing done scientific*!"

This is what we are trying to do—raise up a set of educated boot-blacks, who shall have better manners and morals than most of their class, if they do not give a little better shine to their work. We are aiming to give to all classes, and especially to those who are most neglected at home, the benefit of a good common school education; and our treatment of truancy, and the salutary laws upon which it is based, we commend to the notice of all who are interested in the success of our Public School System.

DR. DOUAI ON AMERICAN SCHOOLS.

(CONCLUDED FROM LAST NUMBER.)

IN his second paper Dr. DOUAI considers the private schools. Before the war these were the only schools in the South which were open the entire year, the only schools within the reach of those who could not send their children North. The discipline was of the worst, and the educational results of but little value. The teachers all came from the North, especially from Massachusetts, and as the social status of the profession was low, they usually were such as could not succeed at home. Since the war matters are naturally much worse. On the other hand, the liberated colored race, young and old, are eager for education. "The blacks," remarks Dr. DOUAI, "will soon excel the whites in both the quality and quantity of education; for the latter have for the most part yet to learn that it is valuable, profitable and necessary."

The private schools of the North, notwithstanding the competition of the public schools, are numerous and well attended, in the East however more than in the West, where there is a constant effort toward the improvement of the common schools. Dr. DOUAI refers the existence of the private schools in the presence of good public schools to ignorance and aristocratic feeling on the part of parents, and to the fact that many of them

are the "obedient servants of their children." They ask them, he remarks, "to what school they prefer to go, and they naturally select that where the least moral earnestness and the mildest demands on the mind are the rule—that is, as a rule, the dearest and worst."

Among those who specially patronize the private schools are Germans of the better class. This is done partly from a regard to the German language, and partly from a preference for German-American schools. The proportion, however, is very low, not over one-fifth per cent. "The Germans of the land, in their efforts for the education of their children, stand far behind the attainments of the Anglo-Americans. Indeed, were it not for the German Jews, * * * the German-American schools would close, or lower their standard of excellence."

"This is a bitter truth," continues the Dr., "but it must be brought to light. The average German in America uses more money for beer than for the education of his children. The whole of the school money paid out by them does not amount to $250,000, and of this the Jews expend about half." He complains that his countrymen have done nothing towards the establishment of any higher institutions of learning, and that the schools that exist are obliged to eke out their means by concerts and picnics. He contrasts with this the liberality with which the Americans provide funds for their schools, and the entire control exercised over its internal organization by the Principal or Superintendent.

In conclusion Dr. Douai remarks, that the greatness of the Union rests upon the high estimation in which its citizens hold the schools and popular education, and their incomparable liberality in their behalf. This liberality shows itself not only pecuniarily, but in the wisdom which leaves the control of the school to its appointed head, while every citizen is led to take a lively interest in its progress. "Thereby," he says, "the organization of Anglo-American schools are models for all school organizations, and as perfect as human institutions can be."

READING.

II.

IT is the object of this article to present methods of teaching reading as distinguished from elocution. It was argued in the first article that the greater attention should be given to reading, because it is in itself of far more importance than elocution considered with reference to the practical affairs of life, and because the first is indispensable preparation for the second.

It may occur to many to ask if it is indeed necessary to make a special effort to teach children to read in the first sense given to the word. Reading may be defined as *the art of comprehending the thoughts of another as expressed in printed characters.* This process, apparently simple, is in reality very complex. Written language is founded upon spoken language, and derives its significance from it. Let us inquire then, how are the sounds or combinations of sounds, made the media for the expression of ideas? Let it be understood from the first that an actual transfer of ideas from one mind to another is a simple impossibility. People use the word "communicate" just as though a real transfer were possible. The fact is, that each mind is a world shrouded in mysteries, a *terra incognita*, whose shores are inaccessible from without, and from whose shores there is no escape from within. Each human soul is thus a voiceless solitude with respect to all others. It is itself the very embodiment of activities, the seat of immutable powers, the very home of all that is grand and beautiful and immortal, and yet it is forever cut off from direct communication with every other mind. From these voiceless shores signals are displayed to indicate what is within. The relation which one mind sustains to another may be illustrated by referring to what sometimes takes place at sea when one vessel signals to another. While two vessels are thus miles apart, and are inaccessible by actual communication, each may indicate to the other something of what is passing within. Language is thus but a system of arbitrary signs, conventionally employed to express what is taking place in our own minds. When spoken or written signs cannot be used, there must be a

resort to more imperfect signals. An American embassador dining with a Chinese Mandarin wished to know if the meat he was eating was veal, and so pointing to the food said *bah! bah!* The Mandarin shook his head and replied *bow wow! bow wow!* On the supposition that the Mandarin had never heard the bleating of a calf, nor the American the barking of a dog, of what avail had been this pantomime? The use of *signs* involves the idea that the *thing signified* is already known, otherwise how can the symbol be interpreted? If language then is a system of signs, each word, to be understood, presupposes a corresponding idea; and hence, language must be unintelligible whenever (1) the *idea* represented by the word does not exist, or (2) when the symbol (word) is not recognized. From the first conclusion it follows that ideas cannot be "communicated," *i. e. transferred*, from one mind to another by the use of language. Every word we speak or write, presupposes a corresponding idea already existing in the mind of the hearer or reader. How then does progress in knowledge take place? At best, the speaker or writer can do no more than to assist in forming already existing ideas into *new combinations.* These new combinations are *new ideas*, but new only in the sense above indicated. The combination only is new—the elements have a previous existence.

If the above reasoning is correct, progress in knowledge will depend almost entirely upon two conditions—a stock of elementary ideas derived from preception, and the assigning to each of these elementary ideas and to their combinations of distinct names. To read understandingly then involves two essentials—distinct ideas corresponding to the words used, and an understanding in a recognition of their signs (words). The first particular is the great object of primary education—*to store the mind with elementary ideas*, and to associate with such ideas distinct names. In other words, the object of early instruction is to observe and to name. The province of subsequent education is to arrange these elementary ideas into new combinations, and to associate with each a name.

This view of the case shows the necessity of a constant use of the Dictionary. This is indeed an indispensable aid, and it is a wonder that teachers do not insist that every pupil who

attempts to study should have a dictionary of his own. For the teacher's desk, as an ultimate authority, the Unabridged Dictionary is needed; while for pupils, or High, Grammar and Intermediate schools, the Academic is appropriate. Lower schools should use the Common School and Primary.

Lest we be tedious, we will close this paper by initiating a method which may be used to teach reading as above defined. When one member of a class has read aloud a short portion, require all books to be closed and call upon him, or some other member, to state *in his own language* the thought represented. Let the whole selection be carefully read in this way; and then after each paragraph has been studied the way is open to teach elocution.

THE EXPLORATION OF THE NORTH POLE.

WITHIN the last two years renewed attention has been awakened to the investigation of the North Polar Basin. No less than three plans have been proposed for reaching the North Pole, and two of them are being carried out. Believing that teachers of Geography will find the tracing out of these routes furnish an interesting and valuable lesson for their classes, we propose to give a brief account of the matter, reserving a fuller discussion of the reasons in favor of each plan for another time.

The majority of Arctic explorations have been made to discover the Northwest passage—the proposed expeditions seek to reach the North Pole. The most considerable attempt in this direction is that of Captain PARRY, who attempted to reach the pole in sledges on the ice north from Spitzbergen. He found, however, that the ice drifted southward nearly as fast as he journeyed northward, and finally gave up the attempt. He found such large and so numerous channels of open water among the ice, that he declared a ship would have but little trouble in sailing through it. Dr. PETERMANN proposes to follow a route

similar to PARRY'S in a screw steamer. He expects to penetrate the barrier of floating ice and attain the open polar sea, in the existence of which he is a believer. In Dr. PETERMANN'S opinion Greenland extends westward nearly to the longitude of Behring's strait, the newly discovered Wrangell's Land being its south-western extremity, and KANE'S open polar sea a bay in its south shore.

A French projector, Captain LAMBERT, also holds to the open sea or Polynia around the pole. His plan is to enter the Arctic Ocean by Behring's Strait and then sail to the northwest. Captain LAMBERT has studied the subject on the spot, and his plan is hence the result of personal observation.

The third plan is proposed by the well known English Arctic explorer, Captain SHERARD OSBORNE. Believing that the ice is almost continuous from Greenland to the pole, he would make the journey in sledges, first penetrating in vessels as far north as possible by way of Baffin's Bay.

Of the three projects, Dr. PETERMANN'S and Captain LAMBERT'S seem to promise a successful issue, and the former has the advantage of a shorter preliminary journey. Dr. PETERMANN'S expedition sailed in May from Bremen, under the command of KARL KOLDEWEY, and has been heard from off the coast of Greenland, the first point it was directed to make.

Funds for LAMBERT'S expedition are being rapidly collected in France, and there is every reason to hope that it will sail at an early day. Captain OSBORNE has so far been unable to accomplish anything toward the realization of his project, and it is to be feared that it will fall to the ground. Meanwhile the Swedish Government has fitted out an expedition with the same general purpose as the others.

EDITOR'S DEPARTMENT.

THE illness of the editor has delayed the issue of this number.

If any subscriber fails to receive his numbers, he should inform us at once, and we will cheerfully send duplicates.

The first edition of the MICHIGAN TEACHER Class Book is already sold, and a new and improved edition will soon be ready. Orders may be sent to Ypsilanti or to Muskegon.

Our inquiry for missing numbers of the old journals was successful. We need no more at present.

Our thanks are due to Superintendent BATEMAN, of Lenawee, for his exertions in behalf of the TEACHER. We deem ourselves fortunate in thus securing support from those Superintendents who are known to be most active and successful in their administration.

Superintendent BROWN, of Wayne, sends us the first number of his *School Assistant.* It is a beautiful and valuable paper, and will do good service among the schools of his county. Nothing so clearly indicates the enthusiasm and activity of our County Superintendents as the appearance in several counties of these school journals. Filled with good suggestions and timely hints, they go into every family and awaken and sustain an interest in public school affairs, which must be productive of incalculable good. Happily for Michigan, the men who now fill the office of Superintendents are intensely in earnest, and are creating a real furor in the educational field.

To all new subscribers who become such before the first of January, 1869, we will send the three numbers for this year and the whole of volume fourth. Our object is to begin the new volume with as large a list as possible, so that we may print a uniform edition of each number. Upon these terms, for $1.50 in advance each new subscriber will receive the TEACHER for one and one-third years, a copy of Dr. HUNTINGTON'S Unconscious Tuition, which Dr. GREGORY pronounces one of the choicest educational essays in the language, and a new paper of a similar kind which we shall send to all subscribers for 1869.

Hon. JOHN D. PIERCE, Superintendent of Washtenaw county, has recently published a report, showing what sort of persons present themselves for licenses to teach, as indicated by their examination papers. Last month we gave a specimen of this literature, and Mr. PIERCE'S article is largely made up of just such matter. After receiving such an exhibit, who can fail to see the need of a new order of things? In this county at least, the schools are protected from this shameful incompetency by a strict, though perfectly fair examination. The resolution recommending a still higher standard of qualifications, adopted at the late meeting at Marshall, is a movement in the right direction. So far as Mr. PIERCE is concerned, his position with respect to well qualified teachers is not a new one. From his First Annual Report, as first Superintendent of Public Instruction for Michigan, dated December 29th, 1836, we take the following extract:

"The almost universal employment of incompetent teachers is a waste of money, a waste of time and a waste of intellect; the greatest conceivable outrage under the name of benevolence and duty, that can be perpetrated upon the rights and dearest interests of the rising generation, tending to moral as well as political degradation and slavery."

The two candidates for the office of Superintendent are the present incumbent, Hon. O. HOSFORD, of Olivet, and DUANE DOTY, of Detroit. Of the former we have before spoken. The latter has for several years been Superintendent of the schools of Detroit, and has shown himself peculiarly fitted for the duties of this office. Of City Superintendents he stands among the very first; and he has so demonstrated his executive ability, as well as his capacity for these peculiar duties, that we feel the fullest assurance that he would perform the duties of State Superintendent with the greatest success.

The University has opened under more favorable auspices than ever before. The Freshman class is already larger than that of any preceding year, and the general prospect is very flattering to the authorities in charge. If the State will now do even tardy justice to our institution which is a credit to the nation, as well as to Michigan, all will be well; but it must be understood that its present standing and usefulness cannot be maintained, unless there shall be a more adequate appropriation of funds. We sincerely hope that our Legislature will make the most ample provision for the University and place it above any contingency of want.

Prof. WATSON is indeed a most fortunate star gazer—fortunate no doubt, by reason of his capacity and industry, and certainly entitled to great credit for the brilliant discoveries which he has made in such rapid succession. The anticipations formed of the Detroit Observatory have been more than realized, and in charge of its present director is gaining a world wide reputation. Prof. WATSON has also recently published one of the most exhaustive treatises on Astronomy extant.

Professor DANIEL PUTNAM, of Kalamazoo, has accepted his appointment to the chair of National Sciences in the Normal School. We are very glad that this institution has been so fortunate as to secure the services of a teacher in every way worthy of such a position. A culture, originally liberal, perfected by a long and successful experience as Superintendent of the Public Schools of Kalamazoo, as a Professor in Kalamazoo College, and recently as County Superintendent of Schools, seems to be a fitting preparation for the position to which he has been called.

We notice that Prof. R. BARNARD, of Saugatuck, has been reëlected to his present position for the term of *three years.* This is a most unequivocal compliment to Prof. BARNARD and to the good sense of the people among whom he teaches.

The REV. DR. MCCOSH, the newly appointed President of Princeton College, will sail from Scotland October 6th, and will be inaugurated on the 27th. Dr. MCCOSH is one of the most eminent of the later Scotch metaphysicians. His works are re-

markable for deep thought and close reasoning. Among the principal are "Typical forms and Special Ends in Creation," "Intuitions of the Mind," "Method of Divine Government and Defence of Fundamental Truth." The latter deals with the subjects in controversy between Sir WILLIAM HAMILTON and JOHN STUART MILL.

Prof. S. H. WHITE, late Principal of the Brown School, Chicago, and Associate Editor of the *Illinois Teacher*, has been elected Principal of the Normal School, at Peoria, Ill. Prof. WHITE is emphatically a live teacher, that is he has always been actively interested in the current eduational movements of the day. He has successfully resisted the tendency so prevalent in cities to fossilization, but has made his mark where he has been allowed to work. We can imagine with what surprise the drowsy ones of Chicago opened their eyes to the fact that their colaborer has been elected to one of the first positions in the State.

President HAVEN in his recent annual report to the Regents of the University, discusses two subjects which have received a large share of public attention, the Homœopathic Professorship, and the admission of Women to the University. In that part of the report which considers the first question, we find the following remarkable statement: "Observe then, first, that we have no Professor of Allopathy in the University." The report then goes on to argue that the different professors are teachers of Anatomy, Physiology, Materia Medica, &c., and not of any particular "pathy," and that it would be equally just to demand the appointment of special professors in the Department of Science, Literature and the Arts. Thus a "Professor of Protestantism" might be opposed by a "Professor of Catholicism." We think, however, that the cases are entirely different. The theory which a teacher of Materia Medica adopts will give a bent to his instructions as to what drug and how much of it shall be administered in a particular case. The theory and the matter of instruction are in too close relation to admit of separation. But it is difficult to see what relation can exist between Protestantism and Greek, between Catholicism and Rhetoric. It is moreover difficult to account for the fact

that all the graduates of the Medical School are Allopaths unless they receive an impulse in that direction while undergraduates. If there is no Professor of Allopathy in the University, if the Medical Faculty as a whole is not Allopathic, how account for the disturbance produced by the proposition to appoint a Professor of Homœopathy, a disturbance which resulted in the resignation of the entire faculty, save one. No one acquainted with the matter has the least doubt that the Professors of the Medical School are Allopaths, and that their instruction tends altogether in this direction; in fact we do not think these gentlemen would attempt to convey any other idea.

We most heartily agree with all that is said in relation to the admission of Women to the University. The report takes strong ground in its favor and advances arguments which must convince the most sceptical. We were most particularly struck with one portion of the reasoning. In speaking of the resolution passed by the Legislature of 1867, the report says: "If this be the deliberate opinion of the Legislature, it may be supposed to be the opinion of a majority of the people of the State, and if so, the University belonging to the State, should regard the opinion." We take this to be unanswerable, and would merely suggest the following paraphrase as an appendix. "If it is the deliberate opinion of the Legislature that a Professor of Homœopathy should be established at the University (as the passage of a law to that effect would seem to show), it may be supposed to be the opinion of a majority of the people of the State, and if so, the University belonging to the State, should regard that opinion."

THE STATE TEACHERS' ASSOCIATION.—Some progress has been made toward completing the preparations for the next meeting of the Association, to commence at Adrian, December 29. The Executive Committee are exceedingly desirous that a programme should be presented which will attract a general attendance on the part of the members of the profession. In order that the wants of all classes may be met and the wishes of all consulted, the Committee beg leave to invite from all teachers suggestions as to topics which may profitably be made the subjects of essays or of discussions. Any suggestions or correspondence calculated to promote the interest of the meeting will be gratefully received. In behalf of the Committee,

KALAMAZOO, October 1, 1868. H. L. WAYLAND, *President.*

PRACTICAL DEPARTMENT.

THE following thoughts in regard to method in Mathematics we translate from various German and French authors, under the conviction that they will prove of practical value to our readers.

The genesis of all and each scientific cognition ascends from the concrete to the abstract.

That it is easier to make Geometry intelligible than Arithmetic can no longer be considered an open question.

There are many people who adopt the principle of intuition (object teaching) with their whole heart, but who are either so indolent that they do not take the trouble to provide themselves with the needed apparatus, or are so indifferent that they forget it wholly. They commonly excuse themselves by saying that the intuitiveness lies in the vividness of the instruction, and that it suffices if the teacher presents the matter intuitively in words—he then needs no concrete means of illustration. This idea when honestly entertained rests on a fundamental error. Between *Perception* and *Intuition*, between intuitive description and concrete apprehension, a great gulf exists. The concrete intuition cannot have its place supplied by either vivid talking or comprehensive description or drawings on the blackboard. The exhibition and intuition of the *actual object* takes precedence of all. Without concrete intuition the instruction is nothing for the pupil but a conceptless conglomerate of words without meaning, of propositions without contents.

In view of the experiences met with in teaching, it is better to teach the pupil the extraction of the Cube Root in a purely mechanical way at first, and let the explanation of the process follow later. This will perhaps appear wrong to many young teachers; meanwhile it will soon become manifest in practice that it would be pouring water into the tub of the Danaides to explain and treat rationally a matter which the pupil does not in the least understand, until he has practiced it a long time.

The pupil, during his first year, must be specially occupied with writing figures. This, on account of its difficulty, demands no limited amount of practice. The following is the best grouping for practice:

1,74,————0,6,9,————2,3,5,8.

Practice in the Multiplication Table demands much industry. After it

has been committed in the usual order, pupils may be exercised as in the following example:

1. 1×2, 3×2, 5×2, 7×2, 9×2, 11×2.

2. 2×2, 4×2, 6×2, 8×2, 10×2, 12×2.

3. 2 into 2, 2 into 4, etc.

Practice in adding and subtracting with the fundamental numbers seldom occupies the place that its importance demands, although a knowledge of the sums and differences of these numbers is as valuable as the multiplication table. For in the higher order of numbers sure and rapid calculation is impossible if these sums and differences are not entirely the property of the pupil. A mere knowledge of the processes of Addition and Subtraction will not suffice.

Algebra and Geometry must go hand in hand as much as possible. It is therefore highly desirable that some Geometry be studied in the common school in addition to Algebra.

PROPORTION.

[The following is an attempt to simplify the explanation of this Arithmetical process. It is written with the purpose of being committed to memory *verbatim*, and recited by the pupil.]

"*If two yards of cloth cost six dollars, what will nine yards of the same cloth cost?* Let the cost of nine yards be denoted by X. Then $\frac{6}{2}$ and $\frac{X}{9}$ will each represent the cost of one yard. Hence $\frac{6}{2}=\frac{X}{9}$."

"The quotient of 6 divided by 2 may be represented thus, (2 : 6); and that of X divided by 9 thus, (X : 9); also the relation of equality may be denoted by four dots, thus,(: :). The expression $\left(\frac{6}{2}=\frac{X}{9}\right)$ becomes (2:6 : : 9:X) This last expression simply means that the quotient of 6 divided by 2 is equal to that of X divided by 9."

Whenever we have four numbers so arranged that the second divided by the first is equal to the fourth divided by the third, such terms are said to form a proportion. Proportion is therefore the equality of two quotients. The first and last terms of a proportion are called the extremes, and the second and third terms the means. The first and second terms taken together are called the first couplet, and the third and fourth terms, the second couplet. The first term in each couplet is called the antecedent, and the second in each couplet the consequent. The quotient in each couplet is called the ratio.

In multiplication we can obtain equal products, if the ratio between the terms of the multiplicand is inverted in the multiplier. Thus in the terms 2 and 6 the ratio is 3; and if we multiply these terms by numbers having a ratio of $\frac{1}{3}$ the products of the corresponding terms will be equal. Thus,

2	6
12	4
24	24

If the second multiplicand had been *five* times the first, the second multiplier must have been *one fifth* the first, and so on.

In proportion there is the same ratio between the terms of the first couplet as between these of the second. Hence if the second couplet be *inverted* and multiplied into the first, there will be two equal products, that is, in every proportion *the product of the extremes is equal to the product of the means*, ($2 \times X = 9 \times 6$).

This being the case, if one of the extremes be wanting, as in the above proportion, it can be found by dividing the product of the means by the given extreme. Thus 2 times X is equal to 6 times 9, or 54; hence $X = \frac{54}{2}$ or 27. Therefore, if 2 yards of cloth cost $6, 9 yards will cost $27. Again, if a mean is wanting, it can be found by dividing the product of the extremes by the given means. Thus in the proportion $2 : X :: 9 : 27$, 9 times $X = 2$ times 27, Hence $X = \frac{54}{9} = 6$.

Like causes produce like effects, and unlike causes produce corresponding unlike effects. Hence if in arranging the terms of a proportion the first and third terms be made to represent the causes of effects which the second and fourth represent, the same ratio will subsist between the terms of the first couplet as between those of the second.

Hence to solve a question by proportion, write the cause of one effect in the first term, and the effect itself in the second; the second cause in the third term and its effect in the fourth. If the unknown term falls in either extreme, divide the product of the means by the product of the given factors of the extremes; and if a factor in the means is wanting, divide the product of the extremes by the product of the given factors of the means.

ILLUSTRATIVE EXAMPLES.

If a pane of glass 8x9 *cost* 15 *cents what will a pane* 6x15 *cost, at the same rate?*

In such examples the area of the glass may be considered the cause, and the cost the effect, or *vice versa*. In the first case 8 x 9 is the first cause, and 15 the first effect; 6 x 15 the second cause and x the second effect. The statement will thus be:

$$\begin{matrix}8\\9\end{matrix} : 15 :: \begin{matrix}6\\15\end{matrix} : X$$

Hence $8 \times 9 \times X = 15 \times 6 \times 15$, or by cancellation, $X = 18\frac{3}{4}$.

If, when wheat is $1.80 *per bushel a* 6 *ounce loaf costs* 9 *cents, how much ought an* 8 *ounce loaf to cost when wheat is worth* $2.40 *per bushel?*

The cost of a loaf depends upon its weight and the price of the grain. Hence these items may be regarded as the cause, and the cost of the loaf the effect. The statement will then be as follows:

$$\begin{matrix}180\\6\end{matrix} : 9 :: \begin{matrix}240\\8\end{matrix} : X$$

Book Notices.

WEBSTER'S SCHOOL DICTIONARIES. *Primary School Dictionary*, 352 pages, 16 mo, 63 cents. *High School Dictionary*, 416 pages, 12 mo, $1.25. *Academic Dictionary*, 562 pages, cap quarto, $2.25. *Common School Dictionary*, 400 pages, 12 mo, 95 cents. *Pocket Dictionary*, 250 pages, 32 mo, gilt, $1.00. *Army and Navy Dictionary*, 320 pages, 32 mo, $1.00. New York: *Ivison, Phinney, Blakeman & Co.* 1868.

It affords us great pleasure to call attention to the new and improved edition of these Standard Dictionaries. These works show the most scrupulous editorial revision, and are models of beautiful typography. Except the last two, each Dictionary contains illustrations, and the various tables which are so invaluable. This series is exactly adapted to the wants of graded schools, and the publishers deserve all commendation for their enterprise in bringing out such indispensable aids to school instruction.

The study of words should be insisted on, till every pupil who can study independently has a Dictionary of his own. It is more essential to thorough instruction than slate and pencil. The constant effort of the teacher should be to associate ideas with their signs, and at the same time to teach a correct pronunciation. Whole car-loads of these Dictionaries ought to be used in Michigan alone.

THE HUGUENOT GALLEY SLAVE Translated from the French of JEAN MARTEILHE. New York: *Leypoldt & Holt.* 1867.

This is the artless story of a French Protestant condemned to the Galleys for the sake of his religion. The Autobiography of JEAN MARTEILHE presents a most vivid picture of the trials and sufferings of the Huguenots, and is worthy of the most attentive perusal by all who would know what it once cost to assert one's religious faith.

CHAUCER'S LEGENDE OF GOODE WOMEN. Edited by HIRAM CORSON. New York: *Leypoldt & Holt.*

This book has been prepared for the purpose of furnishing an easy introduction to the study of early English literature. For this purpose the Editor has supplied copious explanatory notes, so that it becomes an easy task to read a much neglected author, but one deserving of the most careful study, whom SPENCER mentions as

"Old Dan Geffrey, in whose gentle spright, the pure well-head of poesie did dwell."

The Editor's Introduction is a valuable essay on early English Poetry, and the whole might well occupy a choice place in the teacher's library. Professor CORSON is a distinguished scholar in this department of literature, and is now engaged in the preparation of a *Thesaurus of Archaic English* mentioned below.

AN ANALYSIS OF THE CONSTITUTION. By CALVIN TOWNSEND. New York: *Ivison, Phinney, Blakeman & Co.* 1867.

The opinion of the TEACHER has been recorded more than once, to the effect that the present generation of children is in danger of leaving the schools profoundly ignorant of their duties as citizens of the Republic. It is easy to find pupils in respectable numbers, who are well versed in Roman and Grecian Antiquities, but unable to tell the simplest features of our own system of Government. These things ought not so to be. The advocates of utilitarianism may well clamor against classical studies if the weightier matters to which we have referred are to be neglected in consequence. The publication of YOUNG'S "Class Book on Government," and also of Dr. ALDEN'S "Science of Government" has been the means of introducing the study into some of our schools.

The work now under consideration is an invaluable aid in this all important work. It has been prepared by a man eminently qualified for such a service, and exhibits in clear outline the important features of our Constitution. The work is printed upon sheets fastened to a roller, in very large type, so that it can be easily read across an ordinary class room.

It seems to us the very best way to study this subject, would be to make this Analysis the basis of instruction, and then study each topic more in detail by the use of the ordinary text books. A copy of this Analysis in every graded school would be a most profitable investment.

PHONIC CHARTS; For Self-Training in the Sounds of Language. By N. A. CALKINS. New York: *Harper & Brothers.*

These Charts, eleven in number, are designed to teach, in a progressive manner, the elementary sounds of the language. We think the author entirely overestimates the value of what he intends to teach, as when he remarks that, "We must know the elementary sounds—how to recognize and combine them in words—to be able to represent our thoughts correctly in speaking," or that "a knowledge of the *elementary sounds* and their combinations in language, enables us to *speak correctly*."

We conceive that a knowledge of the ultimate atoms of which flour and yeast are composed, contribute about as much to the art of bread making, as a knowledge of elementary sounds to the art of speaking. So far from there being any necessity in the case, we are fully persuaded that the greater number of all who speak our language with propriety, live and die without so much as knowing how many elementary sounds there are. So far as the mere *knowledge* of these things is concerned, it is of the least real value imaginable.

It is not necessay to put forth such unwarrantable claims in order to show the importance of thorough and systematic training in Phonetics The real value of such exercises consists in the *vocal training* which results from a persistent enumeration of vocal elements. As vocal gymnastics, such exercises are invaluable, and such Charts as these will do an excellent service.

Putnam's Monthly, No. IX—September. This number has a variety in its contents which must please all who read it.

A partial list of the contents is as follows: "Camping out in Siberia," by GEO. RENNON; "John and Bridget, (a talk about names)," by Dr. N. GRANBAUM; "Autographs III," by WM. YOUNG; "A Three-Horned Dilemma," S. COOLIDGE; "French Newspapers," THEO. JOHNSON; "Saved from the Asylum," Hon. L. P. BIGELOW; "Hellas," Prof. Y. M. HOPPIN; "Too True," continued; "Louis XVII and Eleazer Williams, (were they the same person?") Rev. F. VINTON, L. L. D.; "In the Saddle—On the Plains," F. G. GEDNEY; "On a very small subject," "Schele De Vere," etc.

The Herald of Health, for September, has the usual list of worthy articles by distinguished and able authors. Mrs. GLEASON has an article on "Linen Weed;" Mrs. OAKS SMITH, one on "Men, Women and Old Age." In the Editorial Department are some timely thoughts upon making Bread.

The Ladies' Friend for October, has a beautiful engraving, "The River Spirit," also many fine cuts of the fashions, etc. The usual Literary offerings are presented. A prospectus offering large inducements for subscribers for the next volume is given.

American Agriculturist. How to make a Garden? What to put into it? and when to plant? are questions asked by every one who has a home of his own. For answers go to the *American Agriculturist.* In the September No. just at hand, we have a fine wood cut of "Hop picking," and another of the "Orphans." "Hints about work," and "Our Basket," supply the small gardener with much needed information.

The United States Musical Review is at hand, and contains some very interesting and readable articles upon music, music articles, and performers. Among the music we notice two pieces by Will. S. Hayes, "Father's growing old," and "Driven from home." The *Monthly Glee Hive* and *Parlor Companion* are also from J. L. Peters' Music Publishing House, New York.

The SCHOOLDAY VISITOR still claims the attention of all interested in the way in which the time of children is employed. Fine inducements are offered for 1869, by way of encouraging each subscriber. Published by *Daughaday & Becker*, Philadelphia.

The *Schoolmate* promises a new story next year by HORATIO ALGER, Jr., the author of "Ragged Dick" and "Fame and Fortune."

GOOD NEWS is the title of a new monthly magazine, issued by P. S. WYNKOOP & SON, New York. Its object is to supply Christian families with a magazine scholarly in tone and yet adapted to popular tastes. The numbers so far issued are of great excellence. Under the head of the "Church," the October and September numbers contain a survey of the condition of Christianity throughout the world. The subscription price is $2.50 a year.

Recent issues of EVERY SATURDAY have contained two papers of especial interest to educators. One is Dr. HOOKER'S address before the British Association at Norwich, the other a lecture by Prof. HUXLEY on "A Piece of Chalk," delivered before the workingmen of Norwich. The later is a model of clear, simple presentation of its subject. Prof. HUXLEY writes English which will compare favorably with THACKERAY'S at his best, and THACKERAY was an acknowledged master of style.

One of the most important literary ventures of the year, has been undertaken by Messrs. *Leypoldt & Holt* of New York, who are about to publish

A THESAURUS OF ARCHAIC ENGLISH. By PROF. HIRAM CORSON, Editor of CHAUCER'S "Legende of Goode Women."

This book will embrace every word of CHAUCER'S "Canterbury Tales," based on the Harlein MS. No. 7334, as edited by THOMAS WRIGHT, for the Percy Society, with the passage, or, when this is unnecessary, with a designation of the number of the verse in which it occurs. In addition to this, it will exhibit, defined and copiously illustrated, *every word archaic in form, signification, or application*, contained in "The Vision and Creed of Pier's Ploughman" (Wright's edition), "La Mort d'Arthure" (Wright's edition), SPENCER'S "Poetical Iliad Odyssey (Hooper's edition), PHILEMON HOLLAND'S Translations of LIVY PLUTARCH, etc., FAIRFAX'S Translation of TASSO'S "Godfrey of Bul loigne, or the Recoverie of Jerusalem," FULLER'S "Holy War,' "Church History of Britian," "Worthies of England," etc., GOLDING'S Translations of "Ovid's Metamorphoses," DOUGLAS'S Scotch Translation of "Virgil's Æneid," SHAKESPEARE'S and MILTON'S works, entire, etc., etc.

With a "Grammar of the English of the XIVth Century," and an "Essay on the Versification of Chaucer," to be prefixed, the Thesaurus will constitute a complete Exposition of the Archaic English, and in point of correctness, will be commensurate with the most advanced Old English scholarship of the present day.

The book will be published when two hundred and fifty subscribers are obtained.

Price of subscription $15, for which the subscriber will be entitled to a large-paper copy, about 850 pages, in quarto, on toned paper.

Only 253 large-paper copies will be printed. Each copy will contain a list of the subscribers.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

YPSILANTI SEMINARY.

PROFESSOR GEORGE EDWARDS has succeeded Prof. HAMLIN in charge of the Young Men's Department, and Miss HELEN POST is Preceptress in place of Miss FANNIE M. SHERMAN. Prof. EDWARDS and Miss POST formerly occupied their respective positions. PROF. HAMLIN, is now Principal of the Houghton School, Detroit, and Miss SHERMAN has gone to California. The Chapel of the Seminary has been furnished with a Knabe Grand Piano worth $700, and $400 have been expended in books for the Library. A Microscope costing $90 has been purchased for the Laboratory.

NORMAL SCHOOL.—The Winter Term opens with the best prospects of success. The attendance is largely in advance of that of last winter, and the pupils appear to be intelligent and earnest. Prof. D. PUTNAM, of Kalamazoo, has accepted the Chair of Natural Sciences, and entered upon his duties.

BERRIEN COUNTY.

Sup't FORD will hold a County Institute for two weeks at Berrien Springs, commencing October 19th.

INGHAM COUNTY.

The Mason Union School is under the care of Prof. D. STRANGE, at a salary of $800. Miss STRANGE teaches in the Intermediate and Miss M. WALKER in the Primary Department, at salaries of $320.

HOUGHTON.—The school of this town has opened under the most favorable circumstances. It is still in charge of its former and well-tried Principal, Mr. P. SIDMON; SALLIE A. RULISON, is Preceptress, FRANCES A. ST. JOHN has charge of the intermediate, and is assisted by HARRIET W. EASTMAN and MARIA A. FOX. Mrs. NELLIE E. RICE and PHEBE M. BALL are teaching in the Primary. The teachers of *Huron Ward*, are E. A. THURSTON and BRIDGET A. QUINN, while WILLARD GETCHELL is at Huron Mine and KATE QUINN with one assistant at Schoolcraft and

Hecla. The teacher of Instrumental Music is FLORENCE WILLIAMS. Monthly reports are promised from this school and we feel sure they will stir some of the teachers in the Lower Peninsula to greater exertion.

MUSKEGON.—The school census of this town shows the number of persons between the required ages to be 1,670. At the annual meeting on the 7th of September, moneys were voted to carry on the school and to build a new Ward School house, also $500 to purchase apparatus, and $300 for library.

Mr. DAVID MCLAUGHLAN, County Superintendent, was re-elected Trustee and Director. Trustee GLAD was also re-elected.

The school is in successful operation, under charge of C. L. WHITNEY, principal, with MARGARET MCINTYRE preceptress, and MILLIE PECK, HELEN M. PECK, ROSA SNOW, ANNETTE PIPER and Mrs. CYNTHIA WILCOX assistants in the central and main building. Misses MARTHA WARNER and IRENE MCINTYRE teach in the First Ward, Misses D. E. HENRY and ETTIE GLEN in the Second Ward, and Miss LONGLEY in the Third Ward. As soon as the Board can locate and build a Fourth Ward building, two departments will be put into it, requiring two more teachers.

HILLSDALE.—Hillsdale College has opened with three hundred students in attendance.

ANN ARBOR.

The annual school meeting of District No. 1, in this city, was held in the Court House, September 7th. Dr. E. WELLS and C. B. COOK were re-elected, and Dr. A. SAGER was newly elected to fill the vacancies occurring on the School Board. Provisions were also made for the current expenses of the present, which were estimated at $32,000; $5,700 will be received from the public moneys and tuition; the rest will be raised by tax and loan. From the report of the Board of Trustees, and the Superintendent's report, we take the following items:

The receipts for the past year from various sources have been $36,000; the expenditures nearly $34,000, of which $13,000 was paid to teachers. Of the estimates for the present year, $15,000 will be paid to teachers.

The Fourth Ward school building, when completed, will have seating capacity for 360 scholars, and the total number of sittings in the various buildings will then be 1,728.

It is worthy of notice that while Ann Arbor is the sixth city in size in the State, it ranks second in respect to school accommodations afforded and the number of teachers employed, and is next to Detroit in the number of pupils in actual attendance.

The Board take pleasure in stating, that, under the management of the present superintendent, the condition of the schools is improving and rapidly advancing to the highest standard of similar schools in the state.

To meet the continually increasing and pressing necessity for greater accommodations in the higher departments, the most expedient plan is thought to be the addition of an ell to the east and rear portion of the present Union School building, at a cost of from $12,000 to $15,000.

It is earnestly hoped that this plan will very soon be carried into execution,

The schools opened on the 31st of August under the superintendence of Professor ELISHA JONES. The teachers of the High School are ALBERT H. PATTENGILL, Principal; HANNAH A. LORD, Preceptress, with ABBIE A. MIZE, ELIZA C. DOTY and ANNA E. P. EASTMAN, Assistants. CYNTHIA A. SAGER is teacher of Painting and Drawing; BENJ. E. NICHOLS teaches Penmanship and Book-keeping, and Rev. EMIL BAUR teaches German.

The Grammar School is in charge of WM. E. ROBINSON, assisted by ABBIE A. POND, R. M. MILLS and SALLIE A. MITCHELL. AMANDA HENNING is Principal of the First Ward, and is assisted by CHARLOTTE B. WILTSIE, HATTIE E. YOUNG, MARY S. COBB and KATIE TAYLOR. MARY MULHOLLAND has the Second Ward, in which ELLA F. FRENCH, JENNIE BREWSTER and JOSIE CONOVER are Assistants. The Third Ward is under the care of CORNELIA H. BISSELL, Principal, and FRANCIS A. MILLS, LOUISA GAUNT and SOPHIA GARLAND, Assistants. The teachers of the Fourth Ward are ELIZA BOTSFORD, Principal; ADDIE H. MOREY, CORNELIA E. CORSELIUS, RUTH M. KERR and LIZZIE V. YOUNG, Assistants. In the Fifth Ward, CARRIE MATTHEWS is Principal; ELIZA C. LADD, FRANK KELLOGG and CLARA ROGES, Assistants.

From the above it will be seen that the schools of the town are well officered and sustained, worthy to be as they are, under the shadow of the *University*.

UNIVERSITY.—The Literary Department of the University has opened this year under more favorable auspices than ever before, as has been remarked, for several years past. Up to the present date, one hundred and sixty-one have applied for admission, and one hundred and twenty-nine have passed the examinations before entering the University. Last year at this time, one hundred and forty had applied for admission, and one hundred and ten had matriculated. The number of old students who have returned is already greater than at the same date a year ago, and appearances indicate that the aggregate of the department will be from twenty-five to fifty greater than last year. It is, as yet, impossible to form an estimate in regard to the other two departments, but the number, thus far, asking for information, is yet larger than usual. Prof. ADAMS, after a year's study in Europe, has returned, to assume his duty as Professor of History.

It is rumored that Prof. L. D. CHAPIN, formerly Professor of Mental and Moral Philosophy here, has been offered a mission to Italy, but in what capacity is not stated.

Prof. EVANS, after a bridal tour of over three months in Europe, is expected soon to commence his work as Professor of the German Language and Literature.

ANN ARBOR, MICH., OBSERVATORY, September 14.

At eleven o'clock last night I discovered another hitherto unknown member of the solar system. The observations continued until four o'clock this morning, clearly exhibiting its planetary character. It resembles a star of the eleventh magnitude, and its position was as follows: Right ascension five degrees and six minutes; declination one degree and eleven minutes south. Its apparent daily motion is forty-five seconds of time retrograde in right ascension, and five minutes of arc south in declination.

JAMES C. WATSON.

ADRIAN.—Prof. WINCHELL continues as Superintendent of the schools in this city. He opened a Normal Class at the opening of the Fall Term, to continue a few weeks. Prof. WINCHELL is doing a good work here, and is making his influence felt in Lenawee County.

The second annual meeting of the Lenawee County Teachers' Association was held on Friday, September 7th. After being called to order by Supt. BATEMAN, Miss JENNIE MITCHELL read an essay "Teach;" Miss AMANDA S. THOMAS read one on "Mental and Moral Culture." A third essay, by SARAH A. GAMBEE, was on "Our Duty as Teachers." Mr. WEST, of Blissfield, then read on "The essential qualifications of a successful teacher." The officers of last year were re-elected.

HOWELL.—At the annual school meeting of this district, $5,000 more was raised to defray the expense of finishing the school-house, which is now having the roof put on. This makes $25,000 which has been paid for that purpose. There was an unanimous vote taken in favor of employing Mr. S. S. BABCOCK, of Ypsilanti, as Principal.

CHARLOTTE.—The Union School opened on Monday with a full attendance. At the district meeting on the same evening it was voted to raise $6,950 to meet the indebtedness on the new building and for expenses of school for the ensuing year. The census shows that there are 585 scholars in the village entitled to draw public money, an increase of 174 in three years. The average attendance during the past year was 204.

ALMONT.—The fall term of the Union School opened on the 7th under very favorable auspices. The foreign attendance of students is large. The entire corps of teachers of last year is retained, under the principalship of Prof. A. J. ITSELL.

The annual school meeting on the 7th was largely attended. Mr. JOHN WRIGHT was elected Director, and Mr. J. S. JENNESS Trustee; $3,000 was voted to be raised for school purposes for the coming year. The Director's report showed an attendance of 400 students for the last year, 60 being non-residents and paying tuition.

FLINT.—The annual meeting of the Union High School, composed of the Second and Third Wards, was held on the 7th. The estimated expenses for the ensuing year were $7,950; and $4,059 was voted unanimously, to be raised by tax. Of this amount, $400 is to be used in the purchase of philosophical apparatus, as a beginning. This speaks well for the enterprise of Flint, as does the fact of Mr. Z. TRUESDALE being retained as Superintendent of the schools.

The people of the First Ward have received the services of Prof. T. N. WELLS, late of Bay City, for principal of their school.

NILES.—The public schools opened Monday, 7th, with an attendance of about 700 pupils; whole number of children in the district, 1,520.

CLINTON.—The public schools opened on the 7th, under the charge of Mr. BEMIS, and with gratifying prospects.

MISCELLANEOUS AND PERSONAL.

Mr. CALVIN J. THORP, late of Paw Paw, takes charge of the Union School at Parma for the ensuing year.

Prof. O. B. CURTIS, the successful and popular principal of the Sturgis Union School, has become Superintendent of the Public Schools of Bay City.

The schools of St. Clair City are now in charge of Mr. H. H. DRURY, late of Tecumseh.

Prof. W. M. OSBAND has again taken charge of the school at Northville. He is welcomed back to the profession.

Prof. H. N. FRENCH, late principal of the School at Homer, has become Superintendent of the Public Schools at Marshall.

Prof. PILCHER has charge of the Pontiac School, instead of Prof. PRITCHARD, as stated in the last number.

Prof. L. MCLOUTH, for some time principal at Monroe, has taken the superintendence of the Public Schools of the city of Battle Creek.

Judge TAYLOR has been appointed Superintendent of the schools of Ottawa County.

Prof. J. J. HINCHEY, late principal of the Fenton Union School, has charge of the growing school at Holly.

Miss LUE WARNER of Cassopolis, has taken the Second Intermediate Department of the school at Dowagiac.

Prof. T. S. HAMLIN, late of Ypsilanti High School, has been elected principal of the Houghton Union, in Detroit.

Prof. GEO. EDWARDS has been elected to fill Prof. HAMLIN'S place at Ypsilanti.

Miss HELEN POST succeeds Miss SHERMAN as preceptress at Ypsilanti.

Supt. N. L. DOWNIE, of Newaygo County, has resigned his place there to take charge of the Union School in Plymouth.

Prof. GEO. S. WHITE late principal of Northville, has been appointed assistant in the Jackson Public School.

Prof. TIFFANY, late from Oberlin, has charge of the school at Utica, He is assisted by Misses ELIZA PHILIPPS and AGGIE BELL, both of Ypsilanti. Miss THOMPSON retains her old place in the Primary.

The Fall Term of the Preparatory School of Grand Traverse College, located at Benzonia, will commence on Tuesday, October 13. A part of the college building is now in readiness for the occupation of classes.

The new school house at Northport is now ready, and is a credit to this far north town.

Miss ELMINA C. MORTON takes the place of preceptress in the Mount Clemens school, *vice* Mrs. WOOD, resigned.

Prof. A. D. HAGADORNE has resigned the position of principal of the Armada Union School. His position is filled by EDWARD M. PLUNKETT, late of the school in Richmond Village. Mrs. HIRAM BARROWS is to be assistant teacher at Armada.

Supt. L. R. BROWN, of Wayne County, has just issued a valuable and interesting paper for his county. It contains many useful and practical hints for teachers and parents.

Supt. BRIGGS, of Macomb, Supt. FORD, of Berrien, and Supt. PUTNAM, of Kalamazoo, have each issued another number of their county school papers.

ANSWERS TO CORRESPONDENTS.

E. A. W.—Your suggestion is a good one, and you notice that we have acted upon it. We shall expect you to aid in sustaining an interest in this department. The address will be changed.

W. S. N.—*The Reign of Law*, by the Duke of Argyle, can be obtained in Detroit or New York. Price $2.50.

S. T. H.—The practice of whipping boys without allowing them "to give a word of explanation," is simply inhuman. In nothing is there greater need of deliberation, candor and kindness. Offenders should even have the benefit of a reasonable doubt.

G. S. L.—County Superintendents have jurisdiction over Union Schools, unless they are organized under a special act.

J. L. F.—You may send the numbers of the old Journal as you propose.

E. M. P.—The change will be made.

H. A. F.—The Editor will lecture for you on Thursday and Friday, October 22, 23.

L. P.—You can get all needed information respecting Dr. GREGORY'S "Map of Time," "Hand Book" and "Century Book," by addressing Adams, Blackmer & Lyon, Chicago.

MATTERS ABROAD.

AMERICAN.

MINNESOTA.—The State Teachers' Association met at Minneapolis, August 26th and 27th. Papers were read by Prof. J. M. KNIGHT, on "The Relations of the Teacher to his Profession;" Prof. R. M. BRIDGES, on "The use of the Bible as a Text-book in our Schools;" Prof. PURMENT, on "Libraries;" Prof. HISKEY, on "The efficiency of Teachers' Training Departments in connection with Graded Schools;" Prof. BARNARD, on "Compulsory Attendance at School;" Supt. DUNNELL, on "The Educational Agencies of Minnesota;" Prof. E. J. THOMPSON, on "Buncombe Teaching;" and Prof. G. CAMPBELL, of the University, on "The best method of acquiring the use of the English Language." Prof. CAMPBELL is a graduate of the Michigan State Normal School. Supt. DUNNELL is President for the next term.

Prof. GEO. M. GAGE, late of the Normal School, Farmington, Maine, has been elected Principal of the Second State Normal School, at Mankato.

ILLINOIS.—Prof. S. H. WHITE, late Principal of the Brown School, Chicago, has accepted the Principalship of the Peoria Normal School.

OHIO.—The Teachers' Association held its twentieth annual meeting at Dayton, commencing June 30th. In addition to the Inaugural Address of the President, papers were read on "Courses of Study for High Schools;" "Relation of Public Schools to Colleges;" "The True Theory and Tendency of American Colleges;" "Practical Language Lessons in School." All the papers called forth spirited discussions. At the morning session of July 2d, the question, "How shall the work of Teachers' Institutes be most successfully carried forward?" was presented and ably discussed. The Annual Address was delivered by Hon. HARVEY RICE, of Cleveland. Prof. LYMAN HARDING, of Clermont, was elected President.

The Michigan Teacher.

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NORMAL TRAINING.

Read before the State Teachers' Association, at Lansing, Jan. 3d, 1868.

BY W. H. PAYNE.

"SCHOOL reform," says an eminent writer, "means school-master reform." All well directed efforts towards improving the schools must begin with the teachers of them. The perfection of a machine, no doubt, depends upon the quality of the material which enters into its structure. Still the most faultless metals could not insure the construction of a perfect machine by a clumsy workman. The skilled artisan has power not only to embody mechanical principles in material forms, but even to improve the quality of material substances, and thus adapt them to specific uses. So the quality of a school may depend to some extent upon the pupils who compose it, and more remotely still upon the building and its appurtenances; yet there needs be but one element involved in this calculation—the teacher—for he has a controlling influence over all the conditions of success; he is indeed the embodiment of all the forces which, properly applied, produce a successful school.

The painter transfers to the canvass the picture which had its birth in his imagination. The canvass and the colors are important accessories, but even these are subject to the skill of the artist. We thus ascribe the merit of any work of art to the

Entered according to Act of Congress in the year 1867, by PAYNE, WHITNEY & GOODISON, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan.

artist himself; and if a painting, a poem, or a machine be a failure, we attach the blame, not to the canvass, the paper, or to the iron, but to the responsible intellect which designed it. This influence of the teacher upon the school is more potential than we are ready to admit, and it involves not only the organization and general features, but even the vital spirit and minutest functions. The school will resemble its teacher, physically, intellectually and morally. If the one is systematic and tidy the other will present similar characteristics. Good order and neatness will be impressed upon the very walls of the house. A stranger who enters an untidy school house and sees a disorderly school need not see the teacher to know the impressive elements of his appearance. In like manner the scholarship of the teacher determines that of the school. If there be bigoted assumption on the part of the teacher, the pupils reflect the same spirit. Even the moral tendencies are in the same direction. The students from Rugby were recognized at the Universities by the grave demeanor and thoughtful piety which characterized their great master. The fact that teachers impress themselves upon their schools in different degrees, does not mar the force of the argument. The fact that schools derive their peculiarities, if at all, from the teacher, is sufficient ground for all that can be said upon the subject. It is this belief in the overshadowing and almost creative influence of the teacher over the school that has led to the establishment of special schools for the training of teachers—known as Normal Schools. The idea that there should be schools *to teach the teachers* was indeed a grand one, and the actual establishment of such institutions must forever form an era, not only in the history of education, but in the true progress of the race. It is inconceivable how progress in education is possible except by the systematic training of the teachers; and it seems to me that the subject of Normal Training demands increased attention, from the fact that there is such an awakening in reference to the work of educating the masses of the people. Legislatures may enact suitable laws for the support of schools, individuals may endow colleges and seminaries with pincely legacies, still it rests with the teacher to make a proper use of all such provisions. All questions relating

to the greater efficiency of schools must involve the training of teachers. In our own State there is pre-eminently the educational spirit. It finds its expression in wise legislation, in the customary habits of thought among the people, and in the general reputation which Michigan holds among the sister States of the Union. Our grand University—a nation's pride—our Colleges and our Union Schools are but exponents of this educating spirit which animates all the people. By a recent act of the State Legislature, a most wise and efficient system of supervision has been inaugurated, a system which, if allowed to stand, will result in greater good to Michigan than can be secured by any other species of legislation. It seems proper therefore, that under such circumstances, attention should be drawn to that upon which all else must depend—*the systematic* training of teachers.

Successful teaching involves two elements—matter and method. The teacher must possess the material knowledge, and must also known how to communicate it. Neither, of itself, can furnish the ground of success. There are numerous examples of persons whose education is of the best quality but who ingloriously fail in teaching; and so it sometimes happens that there may be a natural tact for teaching and discipline, and at the same time such a dearth of knowledge as to give no occasion for the use of such tact. A man may have a most wonderful constructive ability, but the lack of material will effectually prevent an exhibition of his skill. There seems to be a wide spread opinion that if there is an adequate amount of knowledge there need be no failure in teaching. This was, no doubt, the prevailing sentiment years ago. Clergymen being generally well educated were universally regarded as in every way qualified to teach. In fact, every person who had been liberally educated was thought to have the only needful qualification for a schoolmaster. This sentiment was probably based upon the common notion that the man who knows a thing can teach it. If we admit the proposition that *matter* is the single element in teaching, it of course follows that all persons of equal education may be equally successful teachers. No one would dare maintain such a theory as this. The real truth seems to be that in a

certain sense there must be a communication of knowledge; or in other words, the mind of the pupil is in a *receptive* state, waiting to be supplied from the well filled mind of the teacher. There must then be some *method of communication.* This necessity involves the use of rational means and furnishes the ground of the second element in a teacher's education—method. It is often thought, and sometimes said, that successful teaching depends upon mere *tact.* The inference is that some persons are naturally adapted to this employment, and hence succeed, while others are differently inclined and therefore fail. It is granted that most men seem to have a peculiar adaptation to a certain vocation, and that they are far more likely to succeed in this field than in any other; but it is most earnestly denied that such men are in no need of special preparation for just this work. All men have an innate thirst for knowledge. Shall we therefore conclude that systematic education is useless? And if, in general, it is allowed to be necessary to supervise one's general culture, why should it be thought unnecessary to give special training for specific purposes?

Therefore, since there are two essential elements in the teacher's qualifications, schools for the training of teachers must provide for two species of culture—instruction in *matter* and instruction in *method.* It was not to be supposed that in the beginning of this grand movement, Normal Schools should at once put on their greatest strength, or should be modeled according to a complete ideal; it is perhaps praise enough to say that they have more than met the anticipations of their founders. It is surely no disparagement to say that there is still opportunity for improvement. So far as instruction in matter is concerned, little needs to be said. Such is the quality of the instruction given in all our higher schools, that there is very little danger of a defect either in thoroughness or in the range of studies persued. At first it seems not to have been the design to give classical instruction in Normal Schools, but as the Union Schools of our State are doing most of the preparatory work for the Colleges, it becomes necessary to furnish facilities for thorough classical instruction. Teachers who are willing to devote three or four years to professional instruction, very naturally wish to occupy

the higher positions in our schools. This is scarcely possible, unless there is an ability to teach at least the elementary classics. In the case of young ladies the Modern Languages must receive special attention. There is a growing demand for women who can teach French and German in our High Schools, and it has thus become a necessity that there be thorough instruction in this department. Even in the quality of the Academic Instruction, now given in our schools, there is a lurking of an old error—a servile dependence upon rules. Instruction by mere rule is bad enough in any case, but it seems particularly unfortunate in those who propose to teach. It is certainly a very low grade of culture in which there is not the ability to rise from facts to general principles, and it is very difficult to see how teachers can rest satisfied with anything less than the fundamental *principles* of science. In our common schools the instruction in Mathematics is almost wholly by rule; to demonstrate the *principle* of Square Root is beyond the capacity of one pupil in a hundred on the average. Such teaching is unworthy of the age in which we live. The remedy must be found in giving teachers themselves a better quality of instruction. The studying of a single text-book, on a given subject, has a tendency to foster a dogmatical spirit. The constant study of a single author very easily induces the belief that the views therein presented are the only true ones, and that a different statement of a fact or a principle must necessarily be wrong. We very readily assent to the general statement that our minds should ever be open to the reception of truth from whatever source it may come; yet practically, it is somewhat difficult to acquiesce in a proposition so self evident. It is hard to believe that there is any teacher in school quite equal to ours, or that there is any mathematician but Davies, or grammarian but Clark. It is impossible to tell just why it is, but it seems to be a fact that there is more of this bigotry with respect to Grammar than in any other subject. It may be that the kind of reasoning employed in Grammar allows such a diversity of opinion that a harmony of views is not to be expected; at least it is certain that the wars of the Grammars have been fiercely waged, and that each prominent partizan has his uncompromising followers. A few years ago the Grammar of English

Grammars literally cut to pieces all opposing systems, and evidently thought itself to be master of the field; but now the contesting parties are marshalling for a new trial, and around each standard are gathering the zealous followers. Would it not be a little better for teachers especially, to look a little further into these matters for themselves, instead of blindly following the dictation of others? We would not advocate a renunciation of all allegiance to works and authors. In most cases the man who is bold enough to announce his opinion publicly is worthy of a respectful hearing; but it is inconsistent with one's manhood to become such a vassal to any authority as to forget the habit of independent thought. We deem it a special misfortune that teachers thus surrender their right of individual opinion upon questions which they ought to investigate for themselves. It is not safe to believe or to teach that a given author's views are perfect, and that the opinions of others are worthy of only ridicule or of contempt. With respect to Normal School instruction we plead for a clearer recognition of this principle. There should be fostered such a catholic spirit as should induce teachers to investigate truth for themselves. Successful teachers must never cease to be students; they must ever be engaged in enlarging the boundries of their knowledge; but what inducement of this sort is there in the case of those who believe themselves fully informed respecting certain fields of investigation? The man who cannot teach Grammar from any book but Brown, is not fit to teach Grammar at all. He possibly understands Brown's Grammar, but he certainly does not know *Grammar*. There is a feeling growing up that there should be a broader, a more liberal culture diffused among the people. This seems to be the characteristic tendency of the age; but how shall such a culture be hastened, except by the teachers of the world? Where can this forward movement be so appropriately inaugurated as in our Normal Schools?

Method, which has been called the second element in Normal training, opens a very wide field for investigation. It may be said on the very outset that instruction in methods of teaching is the only thing which distinguishes a Normal School from an Academy. So far as mere literary instruction is con-

cerned, teachers might just as well attend one as the other; but when there is superadded a systematic instruction in method, founded upon the Philosophy of Education, the Normal School has its peculiar mark, distinguishing it from any other kind of schools. It is safe to say that in this country, at least, the schools for the education of teachers have differed but very slightly from the ordinary high schools and academies. This difference has indeed been rather nominal than real. The general impression seems to be that a Normal School has some secret power to transform illiterate young men and women into successful teachers by the mere magic of a name. It may be repeated with emphasis, that the peculiar function of the Normal School is to present *methods* of teaching, rather than to furnish mere academic instruction. The ends of such a school would be best answered by receiving pupils already well educated, apt to teach, and by training them into true methods of disciplining and teaching. The practical difficulty is that such pupils can not be found. These schools are forced to do the double work of educating and of training in method; in fact it is greatly to be feared that in reality only the first part is systematically attempted. If instruction is given in modes of teaching, it is rather a matter of secondary consideration, or perhaps out of deference to the general opinion, that mere literary instruction is not all that a Normal School should furnish. Instead of this it seems to me that the greatest service which such a school can confer upon a State or a nation, is to devote the best talent and a large share of time to instruction in method. The great difference in teachers is not in the relative amount of book-knowledge which they possess, but rather in their modes of instruction and discipline. Failures result more often from bad modes of governing than from any other cause. What aids do our Normal Schools furnish for systematic instruction in school government? Is it not true that even trained teachers derive all they know of this art from harsh experience? Yet there is no item of a teacher's education upon which more definite instruction can be given than upon the art of governing. Even an hour's conversational instruction by an experienced teacher will save multitudes of humiliating mistakes. The great principles

which underlie school government are easily developed and very readily applied to practice. When we reflect that all other accomplishments of the teacher are fruitless without this, we cannot fail to see what economy there is in giving needed instruction in this department.

All instruction in method must be founded upon a philosophy of education. If one mode of teaching is right while another is wrong, it must be because the first is based upon some law of mental development, while the other is in violation of such a law. One of the most surprising things in current educational history is the seeming unwillingness of teachers to allow that the art of teaching has its correlative science. There need be no hesitation in admitting that educational philosophy is yet in its infancy; but it is strange that any can fail to see that a teacher's method ought to be *rational*, that is, founded upon some invariable law of mind. At present there is a clamor for the practical; and so we have a surfeit of Commercial Colleges, and of other "practical" humbugs. The study of language must give way to the study of science. Geology, Entomology and Conic Sections are so practical! Of course every one must see how the anatomy and habits of a beetle or butterfly are of more practical value than a poem of Homer or of Horace. And so this practical spirit is seen in the educational field. Practical teachers are wanted. Educational journals must furnish practical articles. In a certain way this is all very well. It is not to be denied that the only absolute test for anything is its practicability. But this is not the view that is usually taken of this matter. By the practical is meant everything which is not theoretical. There is no need of long argument here. It is enough to inquire how anything can be practical which is not based upon some scientific truth. If a certain mode of doing a thing is successful, there must be a reason for this success, and the reason for a thing is its theory. It is safe to assert that fully one half of all the time, talent and money spent in education is absolutely wasted, because there is not a constant resort to rational means of instruction. Suppose all teachers were as successful as a few of the very best are, what a vast economy there would be. Why are not all teachers equally

successful? Is the difference to be attributed to the relative amount of knowledge, or to skill in imparting instruction? While ignorance will account for one failure, lack of professional skill will account for a thousand. Whether this skill is the result of mere tact or of patient study is immaterial. If it is natural it can certainly be improved by culture; and if, in any case, it does not come by nature, it must result from training. If these views are correct, they indicate the direction which educational activity should take. The only secure basis for this grand structure, which we hope to aid in building, must be a sound educational philosophy. What a field for human investigation is this! How seemingly boundless, yet how rich with its undiscovered wealth! It is not a little singular that is this country, in which there is such an immense activity in educational matters, there is hardly a single mind devoted to the study of educational science. England has made some contributions to this philosophy, but Germany is the only country in which this science is zealously pursued. It is difficult, perhaps impossible, to name an American who has achieved anything of great moment in this field of investigation. Luckily for Michigan, she once had a man whose mind seemed specially adapted to this pursuit, and who sowed seed which shall perchance yield a rich harvest in the future. It is something to cherish an uncompromising belief that teachers need not work in the dark, but that they may follow the clew of invariable laws which shall conduct them to success. It is something to feel that there is ground to stand upon, even though it is yet undiscovered. Who can so appropriately, and with such hope of success, take this work in hand, as they who direct the Normal instruction of our country? The study of educational philosophy seems to be the the peculiar work of those who are engaged in normal instruction. A professional school should not teach empiricism. In fact the vital principal of any profession is a rational practice. Hitherto there has scarcely been even a *suspicion* that the ordinary work of the school-room could be conducted according to deliberate plans, founded upon the very nature of things. Just now there is a feeling that teaching should be recognized as one of the great professions, but while nine-tenths of all the teachers never even dream that

that their methods should be rational, it is the wildest folly to look for such recognition. But when a zealous pursuit of educational science shall give a unity, harmony and success to the practice of teaching, then our pursuit will be entitled to the name and to the privileges of a profession.

How shall this scientific spirit be diffused among the teachers? It can never be expected that the great mass of merely nominal teachers shall ever feel any enthusiasm in such inquiries as these. A very few comparatively will devote themselves wholly to the study of this philosophy. A larger number will be actuated by the spirit of scientific inquiry, and will make an occasional contribution to this new science, while the many will at most follow the methods deduced from these investigations. It must occur to all that if this work is to be done at all, it must be done by professional teachers. Is it not clear then, that professional schools for the training of teachers should give this inspiration? Again, in order that theory may not be divorced from practice, but that each induction may be verified by actual experiment, there must be the means of putting into actual practice the modes of teaching suggested by our educational philosophy. The model schools in connection with our Normal Schools seem to furnish just the opportunities required. Here then we have the two conditions of a successful study of the science of teaching—the proper incentives to such a study, and the means of practical verification.

A properly conducted model school is an indispensable auxiliary to normal training. Theoretical instruction in itself is of great value, and is the only ground of well assured success; but theory never can make *trained* teachers. Training implies a most intimate union of theory and practice, resulting in con firmed habit. The difference between knowing and doing is world-wide. Reason demands a ground for every voluntary action, yet there may be a wealth of knowing and a poverty of doing. The one is the vitalizing principle, the other the perfected fruit. Men's theories are infinitely better than their practice. One may be a theoretical saint, faultless in a knowledge of divine law, and at the same time a practical sinner, destitute of every good work. Even so a

teacher may intelligently believe every Pestalozzian principle, and may provide a theoretical escape from all possible and even impossible dilemmas, and still be unable to teach addition, or to govern even the well disposed. Such anomalies are not uncommon; and to many it seems a surprising fact that those who have received a certain amount of theoretical instruction are most likely to fail. A little reflection will discover the reason of this. He who has been merely *taught* how to do a thing has no possible means of providing against the thousand things which may modify the application of a principle. A man who has learned law from the doctors of the law school is the helpless victim of him who has been trained in the justice's court. The one may quote all the authorities from Blackstone to Story, but the other will hopelessly defeat him by interposing a mere quibble. The one has learned the general rule from a book, while the other, by daily experience, has been taught both the rule and all its exceptions. An illustration of this principle on a large scale was seen in the late war. We recollect what a cry was at one time raised against the West Pointers. They could perform every evolution laid down in the books, and provided that the surface of the country, the strength of the enemy and their mode of attack were just as they ought to have been, they could gain a victory. They could have defeated the Persians at Cuanaxa, and could have demolished Troy in ten days, but could not whip the rebels at Manassas, nor enter Richmond with the grand army of the Potomac. In the beginning of the war the versatility and heroic endurance of the civilian saved from defeat; but trained skill achieved the final victory. Up to this time it is no doubt true that teachers who have been trained fortuitously, by the rough hand of experience, have been more uniformly successful than those who have come from the professional schools. This need not be so; but it has been so and will continue to be till a decided change is made in normal instruction. The only foundation of success is a knowledge of principles, but theory must constantly be embodied in practice, and adapted to ever varying circumstances. The model or the experimental school is the appointed means. As its name implies, this should be in the truest sense a *model* school, fashioned

according to the highest ideal possible. But in order that this may be, it must be in charge of model teachers. A school in which students experiment upon the pupils as they choose, is not likely to be a *model* school; and those who practice in this way will receive more harm than good. The invariable rule should be, *never permit a pupil to conduct an exercise or recitation except under the eye of a competent instructor, and subject to the most searching criticism.* This process will yield *trained* teachers, to whom success is almost absolutely sure.

It seems to me that there are two weak points in Normal School Instruction. The first is a failure to foster a spirit of inquiry into the philosophy of education; the second, a failure to embody theory in successful practice. The remedy for the first is a systematic training in methods of instruction; and for the second, a daily practice in the model school, under the supervision of accomplished teachers. The great defect in *untrained* teachers is quackery—an entire disregard of rational practice; and in *trained* teachers such a slavery to a particular way of doing a thing as wholly unfits them for the ever shifting circumstances of a teacher's life.

If we compare what has been done for the systematic training of teachers with what remains to be done, we must see that Normal Instruction is yet in its infancy. The schools of Michigan require more than eight thousand teachers. Twenty normal schools would hardly suffice to educate this number. At this very moment we need four schools like the present one. They would all be filled as soon as completed. The very fact that there were to be three normal schools would of itself arouse a new zeal for professional instruction in the art of teaching. The thought is no doubt present in every mind, that only a small proportion of these eight thousand teachers follow this vocation from choice, and hence will not be inclined to spend three years, or even one, in a normal school. This is very true. One of the most difficult educational problems to be solved is this: How can a state of things be brought about in which the great mass of teachers shall look upon their employment as permanent, and for which some preparation must be made? Is teaching ever to be a place of refuge for would-be lawyers,

ministers and doctors? It can not be but that in some way all this must be changed for the better; and we must undoubtedly look to more general facilities for professional instruction as a way of escape from present difficulties. Our Normal Schools proper must do the most and the best of this work. They must receive and train those who make a deliberate choice of this department of labor; but what aid shall be given to the far greater number who are only half teachers even in intention? There are now multitudes of young men and women who are not prepared to enter upon this work permanently, yet who earnestly desire to make some special preparation for their duties. Many of these, by a successful experience of a single term, will conclude to teach permanently. This very large class seems to occupy a position of transition. Above are those who are teachers by deliberate choice; below are they whom circumstance has compelled to resort to a drudgery from which they will escape at the first opportunity. By proper means this middle class may be made to reinforce this line of veterans, and together they may clear the field of stragglers and camp followers. It seems to me that this is the province of our Union Schools. They need not encroach upon the Normal Schools, but will reinforce them. They may, by judicious management, not only prepare pupils for teaching a single term successfully, but their success may transform a *nominal* into a *real* teacher.

The two conditions of successful training may be found in every graded school. There may be a high grade of academic instruction, and the means of a most thorough training in method. The several departments of such a school may be Model Schools in the true sense of the term—a good school under the control of a permanent teacher. If I mistake not it is just this feature which has given the trained teachers from Oswego that uniform success for which they are distinguished. An indispensable part of their course is regular practice in various departments of the public schools, ever under the supervision of the Faculty of the training school. In this way teachers are not merely *taught*, but are *trained;* and between *teaching* and *training* the difference is almost infinite. The Wise Man uttered a most profound truth when he said: "*Train* up a child

in the way he should go." If a child is merely *taught* the right way he will very likely go the wrong; but if he be *trained*, it will not be possible for him to go in the way of evil men. Our Union Schools may thus exert a most healthful influence upon the rising generation of teachers; and the times seem propitious for a vigorous improvement of such golden opportunities.

The friends of Normal Education in Michigan will rejoice over the present condition and prospects of our State Normal School. It is in the hands of men and women zealously devoted to their great work, and especially fitted for their duties by long and successful experience. May this Institution be "as a city set on a hill, whose light can not be hid."

How Boreas teaches his Children.

AN ANTI-PESTALOZZIAN SATIRE.

THE name of Gustav Friederich Dinter is not unknown to American teachers. A passage in a letter to Baron von Altenstein sufficiently shows the spirit in which he labored. "I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, which it was possible for me to provide." In the year 1797 he was appointed director of a teachers' seminary in Friedrichstadt. His experience here led him to appreciate keenly the good and the bad sides of the Pestalozzian method. He saw clearly the truth of its fundamental principles, but could only condemn the dead mechanical formality of the attempts to apply these principles in practice. It is well known that Pestalozzi's processes were a flat contradiction of his theory, as for instance his Lessons on Language, and on the Parts of the Human Body. Dinter's conviction on this subject led to the composition of the little book whose title

heads this article. It is very scarce DINTER being unable to obtain a copy when writing his autobiography. In that work he states that the satire originated at evening meetings which he held with his pupils. On these occasions the pupils occasionally amused themselves by ridiculing the weak places of Pestalozzianism, DINTER putting the ideas into writing. We derive our own knowledge of the matter from a Leipzig educational journal.

The book is entitled "How Boreas teaches his children. A book for windmillers, containing a preface and four fragments. Abdera, in the year 1 after the discovery of the only beatifying method." The following verse from MATTHIAS CLAUDIUS forms the motto:

> Here lies Max Wind the miller's son,
> (He lived by wind) in earth,
> Many there are who live thereby,
> Who yet no mill are worth.

In the preface DINTER proceeds to justify the title, "A Book for Windmillers." "Would you know how the book came to have this title? Alas what ignorance of the Spirit of the Time! If something only exists it must have a name. But which? this is important. A cobbler in Abdera wished to baptize his child NAPOLEON. The Pastor refused. But by the Spirit of the Time, he must! Should a father not have the right to give his child whatever name he will? I know a 'Book for Mothers' that no mother can use. But it is purchased. It has a *name.* I know a book with the title, 'How GERTRUDE teaches her children;' (I have not read any book for fifty years but my Jeremy reads it to me!)—and if one reads it, he learns anything rather that what the title implies. I hit upon the name as did the Abderitish cobbler his BUONAPARTE. I have put it down. Do you fail to find in the book what you expect? So much the better—thank me for the pleasure of astonishment."

The "Four Fragments" are mainly a satire on PESTALOZZI'S Book for Mothers, yet touch upon the Alphabet of Intuition and the Lessons on Number. The first fragment bears the title, "Fragment of a wonderful drama to be hereafter published: The

only wise-making Method. It consists of doggerel verse, of which we give an example:

> See! See! behold a Mother sits
> Who by the new method goes,
> She shows the child its hands and feet
> That a stupid man—himself already knows.

In another verse he ridicules PESTALOZZI's tables in which a child is made to say, "Once four is four times the fourth part of four."

The second fragment is entitled, "Fragment of a panegyric on my blessed nurse." It aims to show that popular sayings and songs are better mental food for a child than the dry enumeration of the parts of the body. "My nurse," he says, "appears to have read the book for Mothers long before its appearance. Hear the facts and you can easily judge. Scarcely could I make a sound before she would touch with gentle hand the parts of my face and say: little chin, mouth and lips, nosey-posey, crying eyes, and—herein she was in advance of PESTALOZZI—she combined morals and psychology with observation. In order to make me understand how the forehead showed the passion of anger as it manifested itself during the operation of brushing and combing, she passed her finger gently from forehead to eye, saying, wrinkle, crinkle, little chicken! How similar to the first pages of the Book for Mothers!" * * * "It is not blind love for my aunt, nor yet rhetorical figure, if I say, she was wiser than the Swiss GERTRUDE. *She* let her child name the index finger before he knew what index meant; the middle finger before he had a concept of middle." * * * "How sensibly did the pressure of my nurse's finger on my nose impress its position upon me. I knew its place better than if I had repeated ten times: The Nose lies in the middle of the Face, under the Forehead, over the Mouth, between the Eyes and the Cheeks."

In another place he says, "I have become much through thee, dear nurse! And what should I not have become if thou hadst been able to go as far as the mothers of to-day! Ah, if you had only read, how one must say before the children, 'The middle bones of the index finger are placed outside on the middle joints

of the index finger, between the back and middle members of the index finger.' " (Book for Mothers, page 35.)

The next fragment contains a letter to the Dalai Lama, recommending the new method, a satire upon PESTALOZZI's well meant endeavors to bring his views to the notice of European governments.

The book closes with the following Publisher's Advertisement: "We shall soon publish: THE HOUSE, prepared according to PESTALOZZI's Method. If we catalogue all the parts, as PESTALOZZI the parts of the body, we hope to offer a work of twelve alphabets, of which the world has never seen the like. The roof alone, without omission, will fill two alphabets.

"Example of the first exercise:

"The first oven tile of the lower course of the right oven side.

"The second oven tile of the lower course of the right oven side.

"The forty-seventh roof tile of the thirty-sixth row of the front of the roof.

"From the second exercise:

"The middle window-pane of the right lower side of the first window of the left lower chamber lies under the upper and over the lower pane of the same window, between the pilaster on the right of the window and the button of the window."

In all this DINTER intended only to satirize the weak side of Pestalozzianism. He fully recognized the truth of its fundamental principles. "PESTALOZZI," he said, "is king of the lower classes, SOCRATES of the higher."

Can not givers of Object Lessons in our day learn a lesson from this satire?

EDITOR'S DEPARTMENT.

SUBSCRIBERS changing residence will confer a favor by informing us of their old as well as new post office. This is frequently neglected and imposes upon us a tedious examination of our mail book in search of the name.

The September issue of the *American Educational Monthly* notifies its brother journals that its matter is now copyrighted, and makes some very just remarks upon the mode in which its labors are used without acknowledgment. The *Monthly* states that this is more especially the case in the department of educational news. We feel like calling the attention of some of our exchanges to the fact, that the MICHIGAN TEACHER is also copyrighted, and that, unless otherwise stated at the time, all matter is prepared expressly for its pages. In the September number we presented a summary of educational movements in Europe, compiled with some labor from various European journals. We find this summary reproduced in another journal without a word of acknowledgement. Exchanges are at liberty to quote from our pages, but must state the source.

A County Superintendent and member of the Committee on Legislation, appointed last winter, writes us to suggest that Superintendents and Teachers generally, throughout the State, bring to the December meetings as full collections as possible of facts illustrating the defects of the present school law and County Superintendents' Act. Facts relating to the school libraries are especially desired. With the exercise of a little

energy in this matter, the respective committees of the State Teachers' and Superintendents' Associations can be furnished with full data of their important work.

In the course of Dr. DOUAI'S article, given in our last issue, some remarks are made upon the subject of private schools. Doubtless what is there said is in the main true. There is, however, another light in which these schools may be viewed. A teacher in a private school, if a man of originality in conception and action, can find freer work-room than in a public school. Such experiments as he tries are at his own risk, and hence will be very carefully considered. He is free to make the school correspond to his ideal — is untrammelled in the choice of his means. Hence it by no means follows that the current opinion, that a private school, and especially a school for young ladies, is synonymous with bad teaching and worse discipline, is correct.

We have been led to these remarks by a recent visit to the Detroit Female Seminary, now under the charge of Prof. J. M. B. SILL. Both in instruction and discipline this institution takes the front rank. We attended the Principal's recitations in Analysis, Natural Philosophy and Reading, and have certainly never seen better work done anywhere. The same can be said of the classes of Miss SHERRILL, Miss HALL, Miss HUNT and Miss NYE. The last lady is unequalled, in our experience, as a teacher of little children. Throughout the whole school there was manifest an expectation of work to be done, and a cheerful readiness to do it.

The thorough teaching is matched with an equally thorough discipline. Students absent or failing in lessons are required to make good the neglected work, and those whose record is perfect, find their place on a Roll of Honor, open to the inspection of all. This feature is a little unusual in a ladies' school, but Prof. SILL has determined that he wants no pupils who do not come to work—that here no idlers can find a place. The result is apparent to the most superficial observer—a school in which the

teachers demand earnest, thorough work of their pupils, and the pupils expect and are willing to meet the demand.

The material for instruction is abundant, and of the best, numbering among other things, a full cabinet of minerals, obtained mainly by the personal efforts of Prof. SILL. To him also the school owes the additional building in which the Primary and Intermediate departments are conducted.

No visitor to the school can fail to agree with sentiments expressed in a report drawn up by the committee attending the examinations at the close of last year. This committee, consisting of Prof. A. S. WELCH, E. C. WALKER, R. W. KING and D. BETHUNE DUFFIELD, unite in the opinion that the efforts of its principal have raised this school far above others of its class. The high reputation of Prof. SILL led them to expect much, but their expectations were more than realized, and most unqualified praise is bestowed upon the character of the results and the general spirit of the school.

That the citizens of Detroit appreciate the excellence of this seminary is shown in the fact, that the attendance has doubled during the past three years, and it is now filled to its utmost capacity, having upwards of 240 pupils in attendance. This is a gratifying return for the Principal's efforts to make this a school which, while paying a sufficient attention to accomplishments, gives its pupils a thorough drill in the studies which comprise a good English Education.

The Act providing for the election of County Superintendents authorizes the State Superintendent to issue State Certificates, to be conferred upon such persons as he may deem worthy of them. The Legislature did not provide means to procure a suitable form for such certificate; and so this matter was placed in the hands of a gentleman in the interior of the State. One year ago we received a letter from him, asking us to contribute $10 towards defraying the expense of a plate. We expressed our willingness to aid in this manner, provided we could have information on the following items: 1. The probable cost of the plate. 2. The number of persons who were expected to contribute. 3. What disposition was to be made of the fees here-

after received for these certificates. As no information was given on these points, there was no further correspondence till a few weeks ago, when the request was again made to forward $10. Our reply was as before, and the result thus far has been the same—no information upon the important features of the arrangement. As this is a subject of public interest, we feel justified in stating what we know of the matter. Perhaps our questions were impertinent and deserved a silent rebuke; but it seems to us that there is no good reason for refusing to give information respecting the simple money status of the transaction. The certificates are now prepared and will be conferred not upon examination, but as complimentary to such as are deemed worthy of them. This plan seems to be a judicious one, and if persisted in will be productive of good.

We invite the attention of our readers to the following notice:

The Local Committee of Arrangements, after correspondence with the President of the Association, intend to make arrangements for the hospitable entertainment of persons (teachers) who attend the State Teachers' Association, to meet in this city on the 29th day of December next. All who will attend are requested to send their names to the undersigned, prior to the 20th of December, that definite arrangements may be made.

ADRIAN, October 28, 1868. N. H. WINCHELL.

The President of the Board of Education for the city of Chicago, in his last Report, speaks as follows of the teachers of that city:

"In the minds of the Board only the kindest feelings are entertained towards the teachers, whose office is held in the highest esteem. We consider the calling of the teachers of our children as most honorable and sacred. We see in the teachers the representatives of the parents during a large portion of the day; we regard them as co-workers with the parents, to whom, even in many cases, the moulding of the tender heart and mind of the child is entirely entrusted. * * * We all know that one of the greatest faults in the social order of things is that woman is paid less for the same amount of work, of the same quality, than man. We hope the time will come when women will have, at least in this respect, the same right as men."

Prof. W. T. SMITH has been appointed School Superintendent of Kalamazoo County, in place of Prof. PUTNAM resigned.

PRACTICAL DEPARTMENT.

AS this is the season when some of our readers will teach for the first time, it may not be amiss to present some suggestions as to the manner of beginning a school. It is of the greatest importance to become somewhat acquainted with the patrons and pupils of a school before the teacher enters upon his real duties. He may in this way enlist their sympathies and good will in his behalf. With prepossession in his favor it will be comparatively easy to succeed. Whether this preliminary work shall be a help or hindrance depends very much on the way in which it is done. If it be done officiously, with the tone and manner of one who proposes to create a sensation, the result will be disastrous; but if done discreetly, as common sense would dictate, nothing could be better. The teacher should know the condition of his school-house. If it needs repairs or cleaning, the proper authorities should be asked to attend to the business. If they will not, or do not, the teacher should by all means go at this work himself. Very much depends upon the condition of the house with respect to neatness and comfort. To be early on the first morning in particular is a matter of necessity. The example of punctuality and promptness is worth a great deal; but the advantage thus gained of forming acquaintances, of studying the habits and characters of pupils, is of itself invaluable. A good judge of human nature will be able to form a very accurate notion of the dispositions he has to deal with, from a few moments' observation while pupils are entering school and selecting their seats.

School should open at the appointed moment. Nothing should be done till perfect order is observed. A moment's quiet waiting will usually be sufficient to secure quiet. After brief devotional exercises he should proceed at once *to give the pupils something to do.* Let nothing tempt him to make a speech. He will be judged by what he does, not by what he promises. A very good way is first to call out all those who wish to study Grammar, Geography or Arithmetic. Having ascertained what they ought to do, a lesson should be assigned and the pupils sent to their seats to study. All the classes in which pupils must needs study may be treated in this way. This work may occupy the time till recess. Then the lowest classes in reading may be called up; and if time still remains before noon, the classes may be called on to recite, to which lessons were first assigned. In the afternoon the remaining classes may recite, and any spare time may be occupied with reading and spelling. After school has closed, the teacher

should make out a regular programme of recitations. As a general rule it will be found best to begin each half day's session with reading. Classes in Arithmetic and Algebra might better come in the forenoon; and Grammar, Geography, etc., in the afternoon. Primary reading classes should, if possible, read four times each day. As a guide we present a programme for a common school.

FORENOON.

9 to 9–10	Devotional Exercises.
9–10 to 9–20	Primer Class.
9–20 to 9–35	First Reader.
9–35 to 9–50	Second Reader.
9–50 to 10–10	Third Reader.
10–10 to 10–30	Mental Arithmetic.
10–30 to 10 50	Recess.
10–50 to 11–20	Practical Arithmetic.
11–20 to 11–40	Writing.
11–40 to 11–50	Primer Class.
11–50 to 12	First Reader.

AFTERNOON.

1 to 1–15	Second Reader.
1–15 to 1–30	Third Reader.
1–30 to 1–40	Primer Class.
1–40 to 2	Grammar.
2 to 2–20	General Exercises.
2–20 to 2–30	Spelling.
2–30 to 2–50	Recess.
2–50 to 3–10	Geography.
3–10 to 3–30	Fourth Reader.
3–30 to 3–40	Primer Class
3–40 to 3–50	2d Mental Arithmetic.
3–50 to 4	Roll Call.

If there are more classes than these, the time of recitation must be shortened. There should be as few classes as possible. Instead of having as many classes in Grammar as there are different text-books (sometimes five or six), one book should be selected for all the pupils.

Under *General Exercises* may be included Object Lessons, Select Readings, Conversational Lectures, Recitations, etc.

A recent number of *Harper's Bazar* contains the case of a boy who was continually incurring punishment at school because he either could not or would not learn the alphabet. He learned much from external nature, yet could not acquire the power of reading. Soon after he attained his majority he accidentally put on a pair of spectacles, and the letters and words, which had heretofore appeared blurred, became distinct and clear. The incident is valuable as pointing to the fact that many things which we ascribe to the stupidity or indolence of our pupils, are probably the result of organic defect.

TO DIVIDE ONE FRACTION BY ANOTHER.

"I wish to divide one fraction by another, for example $\frac{2}{3}$ by $\frac{5}{7}$, or by one-seventh of five. First I will divide $\frac{2}{3}$ by the whole of 5, which is done by multiplying the denominator by 5, making $\frac{2}{3 \times 5}$. Now as the divisor is seven times as large as it should be, the quotient is one-seventh as large as it should be, hence I will multiply it by 7, making $\frac{2 \times 7}{3 \times 5} = \frac{14}{15}$. Hence to divide one fraction by another, invert the term of the division, and proceed as in the multiplication of one fraction by another."

(We wish some of our readers would try this method of teaching their older pupils the principles of Arithmetic. Let all the members of the class be required to commit to memory a concise demonstration of each principle, and then call on each to apply it to a given example. If such a course is found profitable, we will present a demonstration of Square Root, Alligation, etc. The explanation of Proportion in our last number is intended to be learned in this way.)

We present below several simple experiments selected from the *Chemical News* and other sources:

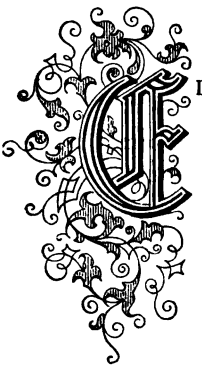
Soap bubbles for experiments with hydrogen and other gases are more durable if a little Glycerine is added to the solution of soap. A very good experiment to show the relative weight of air and Carbonic Acid, may be performed by making bubbles in the usual way and detaching from the pipe over a vessel filled with the latter. The bubbles will float on the surface of the acid.

A little decoction of logwood added to water will show the presence of earthy or alkaline carbonates by the production of a deep purplish color.

The conducting power of metal is often shown by melting some lead (usually a bullet) in a handkerchief. A better way is to melt some fusible alloy and pour it into an evaporating dish, and when cold stretch a handkerchief over the smooth convex surface and melt it over a lamp. The metal will be entirely fused in a few minutes without injuring the handkerchief.

A correspondent asks whether we should say "page one," "lesson seven," or "page first," "lesson seventh." In such a case as this, where usage differs, it is best to observe the distinctive use of words. The *ordinals* first, second, third, etc., are properly used to denote the *relative position* of an object; while the *cardinals* express the *aggregate number* of units. It seems plain that in the case mentioned above the thing to be done is to denote the relative position, or order of a page, or a lesson. If this reasoning is correct, we should say, "lesson seventh," "page fourth," etc. An apparent exception to this principle is the expression, "the year 1868," etc. In this case, however, the mind is directed not so much to the position of a given year in the series, as to the *entire period* since the beginning of the era. The words "year" and "1868" seem to be in apposition.

Book Notices.



LEMENTS OF PHYSICAL GEOGRAPHY. By JOHN BROCKLESBY, A. M. Philadelphia: *E. H. Butler & Co.* 1868.

There are two elements which must be considered in the composition of a text-book—classification and matter. Naturally these must enter into our estimate of its merits. The points of view from which a classification may be made are so various that the particular one adopted by one author does not exclude all merit from that chosen by another. When Prof. BROKLESBY calls his work a Physical Geography he evidently recognizes and adopts that classification which divides Geography into Mathematical, Physical and Political. We do not adopt this classification; we believe that it is made on a false basis—a basis that destroys the scientific unity of Geography. Whether we are right or wrong in this belief we hope soon to give an opportunity to decide. Our dissent from the classification implied on the title of this book is purely the result of certain views of the nature of geography, and hence cannot enter into an estimate of the selection and treatment of the subject matter. In this respect the book manifests a master hand and outranks all similar works. It is impossible to read a single page without being impressed with the care which has been taken to present the latest established results in this science. As instances of this may be cited the laws of atmospheric pressure on page 88, the relation of Monsoons and Trade Winds on page 91, storm charts on page 95, effect of elevation in the distribution of rain, page 97. The style of the book is direct and simple, the explanations compact and easily retained in the memory. It is altogether free from the wordiness and repetition characteristic of many works of the kind. The only thing we have to complain of is the presence of questions at the foot of the page. It is to be hoped that the time is coming when these will be banished from all good text-books. The illustrations are very appropriate and excellent, and the maps are all that can be wished. It is a model schoolbook and we cheerfully commend it to the attention of our readers.

SMART'S MANUAL OF FREE GYMNASTICS AND DUMB BELL EXERCISES. Cincinnati: *Sargent & Wilson.*

We wish to commend this little book to all our readers, as one worthy of their attention. It is entirely unpretending, yet it contains just what all our teachers need to use, and can use in their schools. Send for a copy and interest your pupils in Free Gymnastics.

LESSONS ON POLITICAL ECONOMY. By J. T. CHAMPLIN. New York: *A. S. Barnes & Co.*

Perhaps upon no class of topics does greater ignorance exist than upon those embraced in this volume. We have the evidence around us in strikes, eight hour laws, and similar movements. Such a brief, clear little work as this cannot fail to be of service in removing many errors, and there can be no doubt that much good would arise from its study in our schools. Our schools are indeed already overcrowded with studies, but teachers should strive to make their pupils masters of the leading principles of this important science.

A FOURTEEN WEEKS COURSE IN DESCRIPTIVE ASTRONOMY. By J. D. STEELE, A. M. New York: *A. S. Barnes & Co.*

This little work is upon the same plan as the author's previous work on Chemistry. It is a good book and a brief one, well illustrated and well printed. It, however, does not seem to possess any especial advantages over other works of the same class, and in some respects falls behind BROCKLESBY'S Common School Astronomy and ROLFE'S Handbook of the Stars. In the hands of a good teacher it cannot fail to produce satisfactory results.

THE CENTURY BOOK. A Set of Blanks to be used in Connection with the Map of Time. By Rev. JOHN M. GREGORY, LL. D. Chicago: *Adams, Blackmer & Lyon.*

Of the admirable method of Chronology presented in the Map of Time, we have before spoken; and we now take great pleasure in calling attention to this *Set of Blanks*, arranged for the use of students upon Dr. GREGORY'S plan. Every pupil who studies history will find this Century Book just what is needed to make his progress sure and pleasant.

THE SUNDAY SCHOOL TEACHER. Vol. 3, No. 11, November, 1868. Chicago: *Adams, Blackmer & Lyon.*

The *Sunday School Teacher* and the *Michigan Teacher* began life together in the same building, 104 and 106 Randolph street, Chicago. Each has survived the critical period of infancy, and each in its own sphere has been prospered as the years have gone by. The *Sunday School Teacher* met a real and widely felt want, and has attained to a very large and general circulation over the whole Union. It is edited with marked ability, and is a power for good in the Sunday School work.

Mr. A. S. PACKARD, one of the editors of the *Naturalist*, is publishing a "Guide to the Study of Insects" in parts by subscription. It is to contain "Descriptions of Injurious and Beneficial Insects, with Remedies against their Attacks." "Instructions how to Observe, Collect, and Rear Insects for the Cabinet," and "Descriptions and Accounts of the Habits of Insects." It will be illustrated with upwards of 500 engravings. The study of Entomology is one that can be almost as easily pursued in the school-room as Botany, and we should be glad to see the experiment tried. Dr. PACKARD'S work is well fitted, by its clear, simple style, for use as a text-book. The price of the parts, of which three have appeared, is 50 cents each. Subscriptions for eight parts, which will probably complete the work, may be sent to A. S. PACKARD, Jr., Salem, Mass.

Dr. JEFFRIES WYMAN gives, in the *American Naturalist* for October, an account of the Fresh Water Shell Heaps of St. Johns River, East Florida, which will well repay perusal. In his Notes on Tropical Fruits, Mr. W. T. BRIGHAM describes the Pine Apple, Arrowroot (Tacca pinnatifida), and the Banana, together with their mode of culture, and offers matter that would be valuable in a lesson on the vegetation of the Torrid Zone. Other papers are a very amusing account of a "A Comical Owl," by CHAS. WRIGHT, "The Belted King Fisner," by AUGUSTUS FOWLER, and "The Cucuyo," a West Indian Fire Beetle, by Dr. G. A. PERKINS. Teachers who are forming collections will find Dr. LEWIS' Directions for Collecting Land and Fresh-water Shells of much assistance.

Lippincott's Magazine for November, contains an interesting account of the Scientific Expedition to Alaska, by GEO. DAVIDSON, U. S. Coast Survey, an article on the French Empire, by GEO. M. TOWLE, and a sketch of LEUTZE, the artist, by Miss ANNA BREWSTER. Perhaps, however, the best thing in this month's issue is Hon. AMASA WALKER's timely and thoughtful essay entitled, "Legal Interference with the hours of Labor." It is to be commended to the careful consideration of all supporters of the eight hour law and similar legislation.

The most interesting portions of the *Chemical News* for October, to the general reader, are the reports of addresses before the British Association for the Advancement of Science. They include the Inaugural Address of the President, the Report of the Kew Committee, Prof. TYNDALL's Address to the Mathematical and Physical Science Section, and Prof. FRANKLAND's to the Chemical Section. Among the other articles Dr. LETHEBY's on Food is one that ought to be widely read.

Recent numbers of the *Horticulturist*, published by F. W. WOODWARD, 37 Park Row, New York, have contained some papers by Mr. ELLIOTT, of Cleveland, on laying out grounds, and presents some hints which might find application in the yards around many of our school-houses. To those who take an interest in Horticulture, and we suppose many of our readers do, this journal will prove very valuable.

The People's Magazine continues to maintains its high standard of excellence. Lovers of sterling fiction will find pleasure in the perusal of a very excellent translation of one of the ERCKMAN-CHATRIAN novels, "The Blockade."

BOOKS RECEIVED.

THE SCIENTIFC BASIS OF EDUCATION. By JOHN HECKER. New York: *A. S. Barnes & Co.*

FIRST PRINCIPLES OF POPULAR EDUCATION. By S. S. RANDALL. New York: *Harper & Bros.*

PHYSIOLOGY AND HYGIENE. By J. C. DALTON, M. D. New York: *Harper & Bros.*

TEXT-BOOK OF NATURAL PHILOSOPHY. By LE ROY C. COOLEY, A. M. New York: *Charles Scribner & Co.*

A NEW ELEMENTARY COURSE IN GERMAN. By GABRIEL CAMPBELL, B. A. Chicago: *Goodman, Church & Donnelly.*

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

GRAND HAVEN.—Prof. M. S. HAWLEY, a graduate of Hamilton College, has taken charge of the Union School.

DECATUR.—Prof. W. WINES, late of Chelsea, has taken charge of the Union School at a salary of $1,200. Prof. WINES is a gentleman of thorough scholarship and of eminent success as a teacher.

BERRIEN SPRINGS.—The Union School has opened successfully under the principalship of Prof. J. N. FOSTER, assisted by Miss MARY BENEDICT and Miss MARY SMITH. The average attendance is 140.

ALBION.—Mr. THOS. SHIELDS, a pupil of the State Normal School, has taken charge of the Union School.

CHELSEA.—Mr. W. C. HILL, a graduate of the Normal School, has been appointed Principal of the Union School. He is assisted by Mrs. S. G. BURKED and by Miss MINNIE HARDY, a graduate of the Ypsilanti Seminary.

MANISTEE.—Miss S. C. STERLING, a graduate of the Oswego Training School, and late of Niles, occupies a position in the Union School. Miss EMMA L. BROWN, a graduate of the Ypsilanti Seminary, and lately a teacher in the same school, has also accepted an appointment here.

BUCHANAN.—Prof. S. P. BARRETT has resumed the principalship of the Union School, to the great satisfaction of the entire community. He has an able corps of assistants, and the only thing needed to make the schools of Buchanan a complete success, is a new building.

OWOSSO.—The Union School now occupies the new building, and is prospering under the able management of Prof. ALBERT HARDY.

NILES.—The High School has an attendance largely in advance of that of previous years. Prof. C. B. THOMAS gives the highest satisfaction and is just the man for the place. The school is very much indebted to Mrs. HELEN A. BATEMAN and Miss CARRIE JOHNSON for its high rank.

Miss EMMA L. COAN, for many years a successful teacher here, has accepted the position as Preceptress in the schools of Peru, Indiana, at a salary of $600.

BELLEVILLE.—Mr. AMOS C. NICHOLS, a graduate of the State Normal School, has charge of the Union School, and is meeting with the highest success.

Superintendent L. BROWN, of Wayne Co., writes us:

"The educational interest is improving in my county materially. A better class of teachers are called for than heretofore, and the marking of certificates is doing much in bringing up the standard of teachers. Officers generally select those having the highest marking, consequently those are commanding the best pay. Many of the districts have raised money to support a school for the first time since they were organized, and the feeling is favorable to a direct taxation in many localities for this purpose. We all say Amen and Amen. Let every means be made use of to accomplish so desirable an object."

In his Annual Report Supt. BROWN gives the following statistics: He has made 373 visits, examined 314 candidates, and granted 213 certificates, to wit: 19 first grade, 81 second grade, and 113 third grade. He has annulled three certificates, two for brutal conduct and one for incompetency to manage a school. He has written up to September 1st, 1,263 letters in official correspondence, besides of notes and statistics 300 pages. He rode 4,529 miles on horeback, and 580 miles by rail and otherwise on official business; has visited and consulted with 46 School District Boards in regard to building, repairing, improving, etc.; has attended two conventions of County Superintendents and two State Teachers' Associations.

There are within the County 148 school districts, with an aggregate of 12,000 children and 180 school-rooms.

LANSING.—At the adjourned school meeting $1,400 was voted to pay indebtedness, $7,150 to pay teachers, $350 to pay janitors, $700 for contingent expenses, and $300 for apparatus.

FLAT ROCK.—Mr. R. C. SELLMAN, a pupil of the State Normal School, has taken charge of the school at this place.

MEMPHIS.—The Union School is under the charge of Mr. JAS. D. TURNBULL, a graduate of the Normal School.

HOMER.—Mr. A. H. HILL has been appointed Principal of the Union School.

MACKINAC.—Mr. G. J. STEDMAN, a graduate of the State Normal, has been engaged as Principal of the Union School. He is assisted by Miss MARSHALL, in the Junior, and Miss MCINTYRE in the Primary department

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BERRIEN COUNTY.

The First County Teachers' Institute ever held in Berrien County, was convened at Berrien Springs during the last fortnight of October, under the supervision of the County Superintendent. Over sixty teachers were in

attendance, with ten instructors, including Profs. PAYNE of Ypsilanti, J. R. WEBB of Jackson County, E. F. ADAMS of Hillsdale, and Sup't GASTON of Cass County. Teachers paid their board at moderate rates, and the expenses of the Institute were met by an appropriation of $50 from the County. A number of interesting evening lectures were delivered to good audiences.

MATTERS ABROAD.

AMERICAN.

IOWA.—The State Teachers' Association met in the Opera House, Keokuk, on Tuesday, August 25th. The principal papers and reports were by Prof. BEMIS on Reform Schools; Prof. S. J. BUCK, on County Superintendency; Miss ELLEN COVEY, on Punishment; Hon. D. F. WELLS, on the Condition of Education; Prof. F. DAVENPORT, on the Natural Development of Man; Prof. A. F. ROSS, on an Organized System of Public Instruction; and Prof. FELLOWS, on Teaching as a Means of Self Development. Prof. W. M. BROOKS, of Tabor, was elected President for next year.

NEW YORK.—The Teachers' Association met at Owego, July 21st. Commissioner A. J. LANG presented a report upon Compulsory Education; Deputy Superintendent BARR upon Educational Work and Wants; Prof. A. WERNER on Language, not Grammar; Prof. W. L. FRENCH on Class Recitations; Mr. JAS. JOHANNOT on Culture for Women; Mr. M. M. MERRELL on Text Books; Prof. E. DANFORTH, formerly of Grand Rapids, Michigan, on Methods of Education. Prof. W. N. REID, of Brooklyn, is the next President.

During the third day's session, Mr. VALENTINE, of Brooklyn, made a speech, declaring that the association was managed by a ring of men, composed mainly of book agents and others not teachers—that there was too much power exercised by the Department of Instruction, Commissioners and Superintendents. He said further that the nominating committee appointed the previous day, had but one teacher on it, the rest being bookmen and other outsiders. Mr. VALENTINE'S remarks were received with much applause. He was replied to by the President and the Deputy Superintendent, and quite an uproar ensued, which was finally suppressed by the President, assisted by the Organist. The feeling broke out again in the afternoon session, and there is evidently much in the matter which needs investigating.

THE CORNELL UNIVERSITY.—This College was dedicated Thursday October 8th, at Ithaca. In his opening address the founder, EZRA CORNELL, said: "I fear that those who come expecting to find a finished institution will be disappointed. We did not invite you to such an entertainment; nor did we expect or desire to have a single thing finished. We expected only

to commence an institution which in the future will mature to a great degree of usefulness; which will place at the disposal of the industrial classes such facilities for acquiring practical knowledge and high mental culture as the limited means of the humble can command. I trust that we have made the beginning of an institution which will prove highly beneficial to the poor young men and the poor young women of our country. This is one thing we have not finished; but more and more we hope to perfect until the young men of honest efforts and earnest labor, upon whom fortune has omitted to smile, shall be able to secure to themselves a thoroughly practical and useful education, thus making better the individual, the State, and society itself. It shall be our aim to make true Christian men, without dwarfing or paring them down to fit the narrow guage of sect. Finally, I trust that we have laid the foundation of a University where every person can find instruction in any study." Addresses were delivered by Professors WHITE, AGASSIZ, G. W. CURTIS, and others.

The Cornell University has bought the private mineralogical collection of Prof. BENJAMIN SILLIMAN, of Yale College.

The Cornell University has just received the gift of a chime of nine bells from Miss JENNIE MCGRAW, of Ithaca. The bells are to be cast by MENELY & Co., of Troy; the tenor, or largest bell, to weigh nearly 2,000 pounds. Each bears as an inscription lines from the beautiful poem on the "Christmas Bells," in TENNYSON'S "In Memoria."

Rev. JAS. KENT STONE, late President of Kenyon College, was installed as President of Hobart College last week.

Rev. THOMAS HILL has resigned the presidency of Harvard College, and his resignation has been accepted.

FOREIGN.

Most of our readers will remember the large meeting of Austrian teachers which assembled at Vienna last year. Much attention and admiration was excited by the bold stand taken by this body for the freedom of the schools from clerical influence and control. The second meeting took place at Brünn, August 25th, 26th and 27th this year, upwards of 1,400 teachers being present. The questions discussed were:

I. What is the conception of the Common School, in what does its aim consist, and, in relation to that, what problems lie before it?

II. How are the various phases of school activity, viz: Instruction, Discipline and the Development of Social Life, related to each other in and out of the school?

III. What are the necessary studies of the common school, and what the leading fundamental principles of an instruction in harmony with its aims?

After the discussion of the first question the following resolutions were adopted:

The common school in harmony with its conception is a *general* school.

The aim of the common school is continued and progressive education.

The problem before the common school is to harmonicusly develop the individual, and fit him for a morally free and active share in the work of society.

It has also to lay the foundation for the religious, moral, intellectual and civil freedom of the children of the people.

The needs of those for whom the common school is the only school must be considered above all.

During the discussion of the third question Prof. ADELBERT HEIN, of Vienna, considered the subject of religious instruction. He complained that this was in the hands of the priests, that they taught doctrinal distinctions rather than pure religion, that they inculcated intolerance rather than the love of our neighbor. To cultivate this last is the "work before the teacher in the school, the work for the teacher of whatever sect. He has to break a road for the mind, for the mind and neighborly love; for the latter is conditioned on the former, mankind are indeed all equal." He called the writings in which these liberal principles are embodied the "Testament of the modern JULIUS CÆSAR, the testament of free thought, which will establish its dominion and the dominion of its investigation—so far as man thinks and speaks—a spirit which unhappily fell by the statue at Rome, pierced by the poignards of the Concordat. 'But BRUTUS is an honorable man!' But there lives an Octavianus, it is ourselves, the teachers, who in the spirit of neighborly love, in the spirit of free investigation will become an Imperator, an AUGUSTUS."

These remarks were received with stormy and continuous applause.

That this new spirit is not readily welcomed by the priests can easily be imagined, and they have succeeded in procuring the confiscation of an objectionable number of an educational journal edited in the spirit of liberalism. It appears that in an article entitled "A glance at the times" a Pastoral letter of the Bishop and the Papal Allocution were reviewed and that, in the eyes of the censors of the press, the writer had shown enmity against the entire clergy, and had sought to ridicule the Austrian Episcopate. Among the expressions deemed injurious were these: "One bishop blows the clerical bagpipe more industriously than another.' "That (referring to a recent law) not only ruins the authority of the church, it affects also its pure, and none but the old apostles disdained to fill that."

The Michigan Teacher.

Vol. III.—YPSILANTI, DECEMBER, 1868.—No. 10.

EDUCATIONAL ANTIQUITIES.

BY A COUNTY SUPERINTENDENT.

A FEW weeks ago I bade a final adieu to one of the relics of the early day. It was a schoolhouse so characteristic, in its structure and appointments, of the rude and unappreciative pioneer-time, that a sketch of it and its quondam occupants may be acceptable to the readers of the TEACHER. It stood, as is customary with schoolhouses in my county, at a "four corners," but the approaches to it were over low and marshy ground, and the foundation was so soft that the building had sunk in it nearly to the windows, while the top of the door casing, as I stood before it to enter, was just opposite my neck. The small lot about it had never been cleared, and logs that belonged to a former generation of trees still lay rotting there; outbuildings or fences there were none, and never had been. The house itself was in size about twenty-six by twenty feet, with a space of about eight feet "between floors." It was built of large logs, roughly hewn on two sides, and hastily piled one over another, the chinks being filled with mud and split sticks, which in the course of years had made an effective ventilating apparatus. The sides were rudely banked up, the earth very

Entered according to Act of Congress in the year 1867, by PANE, WHITNEY & GOODISON, in the Clerk's Office of the District Court of the United States, for the Eastern District of Michigan.

nearly reaching the windows. It was shingled with "shakes," nailed on as they came from the splitter's hands.

This pen was entered by an indescribable old battened door, split, and defaced by the jack-knives of successive generations. It had changed front at least once, both the long edges bearing marks of service in holding the rude lock and latch. It opened but a foot and a-half, and then grounded upon the floor—a miscellaneous collection of unplaned boards, carelessly nailed down, generally loose and rattling under the tread, and worn or burnt through in many places. Above were beams with the bark still on, hewn slightly on the upper side, on which a few "culls" were thrown, through the intervals of which and the interstices of the roof, the blue heavens could be seen at many points. A large square hole through the garret floor, without protection against the stovepipe, and a like one in the roof, formed the substitute for a chimney.

The upper sashes were all gone from the windows, and their places were generally supplied by old boards tacked on. From the other sashes the panes were mostly missing. There were only thirty lights where eighty-four should have been. The rear window, from the unequal settling of that end of the house, had assumed a singular rhomboidal shape.

The furniture corresponded to its place. An entire long desk ran along one side, and half of such a one stood on the other. They were made of rough boards leaned against the walls at a difficult angle, and whittled, burned, ink-stained, and otherwise inscribed in a manner thoroughly hopeless of description. Probably some dozens of obscene figures and words could have been counted upon them. There was one long bench that rejoiced in the luxury of a back, and five of varying lengths that were bereaved of this convenience. Some of the boys had ingeniously improvised resting-places for their spines; the girls, for the most part, tortured theirs against the sharp edges of the desks. It is needless to add that both desks and seats were a world too high.

The blackboard—for blackboard there was—consisted of three pieces of thin board, fastened upon two bits of scantling, and covered with common black paint by some artist of the

Middle Ages. This unique arrangement was ignominiously slanted up against the wall, and had evidently survived its usefulness long before my wondering eyes beheld it. A huge, battered, old stove, with an immense green-wood poker, completed the appointments of this institution of learning. Taken for all in all, I shall not look upon its like again. Among the few remaining log schoolhouses in the county, this was entitled to the first premium as the ancient hovel *par excellence.* I place among my lost opportunities the failure to photograph it for the benefit of your readers and of future antiquaries.

During my round of visits last winter, I found a teacher nominally on duty there, who also corresponded to his place, and deserves a shelf in the cabinet of educational antiquities. He was a genuine relic of the old days of pedagogy—a boorish-looking and boorish-mannered man of about sixty years, foreign born, with an education which gave no occasion to his fellow-citizens to wonder how one small head could carry all he knew. There he sat upon one of the long benches aforesaid, with spectacles on nose, and long, ragged switch in hand, his hair unkempt and awry, his clothes coarse, dirty, patched, his great couted shoes projecting at the ends of lank limbs far out upon the floor—the ideal keeper of a "hedge school." He was evidently waiting, like MICAWBER, for something to turn up. The few children present, unanimously deserting the desks and huddling about the stove, gazed wonder-eyed and open-mouthed at the unwonted phenomenon of a visitor. In time, however, one volunteered to go and read. "What! you comin'?" was the salutation which met her. "Well, go on!" And she went on, pretty much at her own sweet will, until tired of the performance, when she "excused" herself

Another season of patient waiting by the teacher was rewarded by the coming of another who had taken it into her head to read; and, a like exercise having been engaged in several times without much variety, I suggested that I should be pleased to hear some of his classes in other branches recite. "Waal, we don't study much else but readin' here. The cold drives 'em away from the winders, and they can't write. I makes figgers for 'em sometimes on the board, and a few of 'em

has a little jogriffy or somethin'. But, as a gen'ral thing, we don't have much but readin'. They reads 'round 'bout six times a day." The time drawing near for the close of school for the day, I mentioned the spelling classes, and stated that I should like to hear them before I went. "There's none of 'em spells, scarcely," was the reply. "P'raps some of 'em can spell little words, like 'cat,' and 'dog,' and 'hog,' but they mostly reads." As I still insisted on hearing a spelling class, he formed one for the occasion. "All you that wants to spell now come 'round here." A few active vo'unteers then began a process of drumming up, punching up, and pulling up, that presently resulted in an irregular semi-circular formation of a good-sized squad upon the floor near the teacher, who had not changed position during the whole scene. The "spelling" began, continued, stopped. That is all I am able to write of it. My pen utterly refuses to attempt its description. By the closing of this remarkable exercise the children suspected that it was time for school to "let out," and away they went, pell-mell, hurry-skurry, standing not upon the order of their going.

This is a hasty story of things as they were. They will be so no longer. "The old schoolhouse is altered some." The people there, as generally elsewhere, it would seem, throughout the Commonwealth, are awakening to their highest and best interests. A neat and spacious new building replaces the rattle-trap I have tried to describe. Into it a good teacher, and doubtless a good school, go this winter; and a new era for that district begins. The old things of education are passing away. Let us than . God, and take courage.

THE FALLING INFLECTION.

THE *positives* and *negatives* of speech are not well understood. They are not well taught. Why the falling inflection accompanies the utterance of a complete or positive assertion, and why doubt, incompleteness and

guessing are attended with the rising inflection, are not sufficiently explained. Ministers, merchants, lawyers and wise legislators all suffer, or are not successful in their speech, because of this neglect in their early training. The minister may be pious, and a good profound thinker, but if his utterances, in their tone, indicate doubt, incompleteness, and indecision by the constant recurrence of the rising slide where the falling should be, he need not wonder that conversions do not follow his ministry, or that he does not get credit for decision and firmness of character; and the merchant who announces his prices for staple articles in a hesitating manner, with the rising circumflex or a tone on a straight line, or with the rising inflection, may expect to have his prices considered high, and need not wonder that he is invariably urged to take less.

The successful minister or merchant says as little as possible, but that which is spoken is uttered as by one having authority. Its characteristic is *completeness*, and the *truth* is acceptable, and high prices reasonable when accompanied by the proper voice and cadence. If the reader will observe closely the utterances of the minister who has the reputation for *earnestness*, *decision* and *force*, the teacher who can govern well, whose school is orderly and quiet, he will be impressed with the *naturalness* of the cadence—the rising inflection passing through the third or fifth note, according to the importance of the utterance, and the falling or finishing slide returning to the beginning pitch, and if emphatic, a note or two below it, the former always preceding the latter, and giving the pleasing variety which accompanies agreeable conversation. Until recently this comprehensive rule for the government of the slides and waves of the voice in correct elocution, has not been written in the books, but it has been taught by all successful teachers of reading.

I desire to call the attention of the readers of the TEACHER to this principle, because I am convinced that many good and wise people do not get credit for either goodness or wisdom, because of the inflection of the voice, while pretention and show are followed and admired, because referred to and sustained by inflection and voice, applied according to the principle for the just delivery of thought. If I would calm a noisy company of

boys, I must say, "Boys —stop,"— and if I would increase the excitement and noise, I have but to make the same request in this way, "Boys — stop!—" or "Boys—I wish you would be more quiet!" allowing the voice to run up the scale from six to ten notes. The horse always runs away from or with a frightened man or woman, because they cry out — "Whoa! whoa!" or "Who — — a—!" But if the horse is affrighted, he is *reassured* and rendered *obedient* by the confident voice of the master, saying to him — "*Whoa!*" — The calm positive command being given in a voice running downward through three or four notes of the scale. If I make a request of a friend, and he says "No," with but little emphasis, and with a voice running upon a straight line, I repeat my request; but if the negative is given with the downward slide, through two or three notes, that ends the matter. Try this example by yourselves, my readers, and note the difference.

GERRITT SMITH has great reputation as an orator, which may be attributed somewhat to his control of the inflections. A large assembly of agitated, contending people, during the Kansas excitement, before the war, was calmed to thoughtful silence by one sentence from his lips: "I shall submit to you a calm argument!" The first words were upon high pitch with full force, but the last upon low pitch, and "argument" passed in the downward inflection, through what would be equivalent in the musical staff to two lines and two spaces—the whole sentence having a range of ten notes, as great a transition as is reached by most orators in a continuous discourse. Suppose the same sentence had been given with the rising inflection and monotone. By repeating it the reader will note and be impressed by the difference.

A natural reader or speaker is one whose waves and slides of voice vary, according to completeness or incompleteness of sense. If we would break up monotony, or teach the pupils to read naturally, we must give more attention to the inflections, and by so doing we may return to a more natural and effective manner of speaking than is common in these days.

Those persons in authority, teachers or others, who find it difficult to secure attention and obedience, will do well to listen

to their own voices, and observe if they do not indicate an unquiet state within, or an inflection calculated to increase rather than calm the tumult about them, or whether they do not indicate a dread or fear of responsibility, the opposite manner of those strong characters who have that repose or completeness of utterance, which is part of the "Divinity that doth hedge a King."

The Need, Duty and Means of Professional Improvement.

BY W. H. YOUNG, PROFESSOR OHIO UNIVERSITY, ATHENS, O.

IT is true, as we teachers well know it is, that upon a man's EDUCATION mainly depends,

1. His success in life;
2. His character and standing among men;
3. His worth to community;

And that upon a People's EDUCATION mainly depends,

1. Their national prosperity;
2. Their national character and standing among nations;
3. Their worth to the world;—

And that upon the EDUCATION of *men* and *peoples* depends largely and alike their availability for God's high uses:—

Then can we doubt the paramount *dignity* and *importance* of our work as TEACHERS?

Again, if, as plainly appears, the above points have been so pressed into the minds of men that,

1. Parents make every effort to place their children under our care;

2. Legislatures aim, by State influence and support, and at an outlay which no other State interest obtains or claims, to make our work good;

3. Statesman, philanthropist and philosopher. look to our field of labor as the world's rich fallow ground, whence humanity must harvest its surest and highest gains:—

What then, of our DUTY to do our work *well*, and so make it yield the greatest possible returns?

Further: It will be granted that,

1. The popular estimate of education is fast rising;

2. The popular desire for education is fast growing;

3. The means and appliances for education are vastly multiplied.

But, it is gravely claimed, and reluctantly owned, that results are far behind just expectations:—

1. Children are not as much better *educated* as they are better supplied;

2. Schools are not as much better managed and taught as they are better furnished, fostered and sustained;

3. Teachers are not as much better qualified and more worthy as their work has grown more important, and their positions more responsible; nor do they make educational returns as much greater as educational outlay is more costly and educational outfit more generous.

All this being true—and it ever hard to gainsay it—what is its bearing upon our educational views and practice, as well as on our professional standing and influence? Does it not imply the need of marked improvement either in the theory on which we work, or in our manner of working, or in both?

To sum up:

Admitting the paramount dignity and importance of our work, the immense stake public and private in it, and, growing out of this, the duty of doing it well;

Driven to the acknowledgment, that, with our better opportunities, the work is not proportionally better done—a fact at once gravely shaming our professional character and hurting our professional standing,— and thence

Forced to the inference that we ourselves are at fault, in either our principles or practice, or in both,—

Is there not light thrown upon two or three rather painful and humbling questions?

1. Why, with the admitted importance and dignity of education, does not teaching rank higher as a profession?

2. Why, with the immense popularity of education, and heavy popular investment in education, is the *average teacher* held at comparatively so low a figure, and why wields he, comparatively, so little direct influence?

3. Why, with our acknowledged obligation and acknowledged interest to do our work well, do we do it, comparatively with our advantages and opportunities, so badly?

4. Why is it that grave doubts are ever troubling the minds of our wise and good men—teachers among the rest—(all steadfast friends of popular education), as to the final success of the "popular education" we are furnishing?

Is not the indication plain, unmistakable, *overpowering*, not only that, as teachers—men who of all others should be masters of their business—*we are not* MASTERS *of our business?* but also that we need to reëxamine, anew, in the concentrated light of past experience and to-days observation, the *Principles* of Education, and adapt our views and remodel our methods to meet the higher and juster demands of the times?

Teachers must *read* more, *think* more, *investigate* more. Educational works, both books and periodicals, should be sought after, read, digested, and their thoughts carefully weighed, tested and appropriated. No one can be a respectable teacher unless he be a growing teacher: he can not *grow* unless he *think* and *study*; and the very best thought-food for the teacher, especially the inexperienced one, is the printed experience, observation and reflection of his seniors in the profession—just as in law, medicine, theology and everything else, that has enough worth and merit to be respectable and respected. It is a shame to any teacher not to read several educational periodicals: it is a greater shame to the beginner not to begin with laying in a store of educational supplies in the nature of educational books on which to live (professionally) and grow; it is a shame to every teacher not to be gathering around him an educational library as a kind of professional treasure-house whence he may on occasion bring forth treasures new and old.

STATE AGRICULTURAL COLLEGE.

THE year of this institution which terminated with the commencement exercises of the 11th of November, is represented as having been the most prosperous and pleasantest the College has known. The preparatory department has been done away with, and there have been only regular college classes the past year. Young and undisciplined applicants were discouraged from entering, as the necessity of giving instruction in Agricultural Chemistry, Agriculture, Botany, Horticulture and many other branches, almost wholly by lectures, makes some considerable maturity of mind and studious habits quite essential to the student. The average age of the students was twenty.

There has been no unruly conduct, no rowdy'sh noises or pranks, nor occasion for discipline for any such conduct during the entire term. The students have had free and unwatched access at all times to the ripening pears, grapes, strawberries and other small fruits, musk melons, water melons, etc., and no instance of meddling with them has been known. The roll has been called at chapel only often enough to prove that no watching was needed to secure universal attendance on the exercise.

Some few changes have taken place in the Faculty of the College. W. W. DANIELLS, Assistant Professor of Chemistry, went last spring to the University of Wisconsin, as Professor of Agriculture. A prominent officer of that college speaks in very high terms of him and of his work, and a Madison paper, after having watched his operations for nearly a year, congratulates the State on having secured so competent a man. Professor DANIELLS is a graduate of the Michigan Agricultural College.

Professor A. W. PRENTISS, a graduate of the College, and for some years Professor of Botany and Horticulture, has taken a like professorship in Cornell University.

Mr. A. J. COOK has lately been appointed Professor of Zoölogy and Entomology; and WILL W. TRACY, Instructor on

Horticulture in the Agricultural College. They are both graduates of the Institution.

The Agricultural College was empowered to grant degrees in 1861. At the same time the course of study was enlarged from two years to four, depriving the College of one class—the Sophomore.

The remaining seven years have graduated thirty-four students, ten of whom received their diplomas at the last commencement.

Of the twenty-four graduates previous to those of this autumn, eight are working their own farms, one more has been on a farm from the two years since his graduation until a few weeks past, and still another spends his earnings from teaching in clearing up a farm which he owns and expects personally to live upon. Four graduates are professors or instructors in Agricultural Colleges, and a fifth spent four years as a professor in one institution. One is a surveyor, one a machinist, and two gave their lives in the cause of the Union. The remaining five are engaged in teaching and other professions.

More improvement has been made in the appearance of the farm during the last two years than in four or five of the preceding. It has received many donations of valuable implements and has just imported a pulper from England, in order to try the method of feeding stock that is in favor there. A few specimens of the college stock were exhibithed at the State Fair. A greenhouse over ninety feet in length adds to the means for illustration in Botany and Horticulture.

Nearly all the field now used for other purposes than pasturage are cleared of stumps, and put into regular shapes. A barn for the Horticultural Department has been built; as also a shed for housing farm tools, and a small building for experiments in feeding. Various improvements have been made in the barns and other buildings of the College. These permanent improvements were rendered possible through the purchase by Hon. Z. CHANDLER of 870 47–100 acres of the large marsh belonging to the College at $8 per acre.

A School Term Proposed.

If you ask a good teacher how large a school he has, he will say to you, if you are not yourself a dominie, I have so many names *enrolled* this term (naming the number), but at present only so many of these are *members* of the school, and to-day my actual *attendance* is only so many, again giving the proper number. But if you happen to be a teacher, he will change the second of these terms and speak of *enrollment*, *number belonging*, and actual *attendance*. Now why not make the usual term technical one? "Number belonging" seems to me an awkward and incomplete expression, suggesting a multitude of questions, as, Belonging to whom? Belonging to what? Indeed it has nothing to commend it but use, a very important item in its favor I admit, but one which loses all its force as soon as the better term comes into use. And is not membership a better term? It may be objected that membership should denote *the state of being a member*, but a similar objection can be raised against this employment of the terms *attendance* and *enrollment*. The truth is that all these terms are in frequent and good use in the sense in which they are employed above. Enrollment, membership, attendance; average enrollment, average membership, and average attendance! could any "number" of persons "belonging" to the fraternity select any "number" of terms "belonging" to the vocabulary that would more happily designate what they were intended to designate?

E. A. S.

Adrian, Mich., November 30th, 1868.—The plan of entertainment of teachers who attend the next session of the State Teachers' Association has been arranged, so that we can announce that the hotels of the city will entertain gentlemen at fifty cents per day. Ladies who inform the committee of their intention to attend, will be accommodated at private houses, or, if they choose, they will be accommodated at the hotels at the same rate as gentlemen.

N. H. WINCHELL.

EDITOR'S DEPARTMENT.

WE take pleasure in warning our readers against a peripatetic humbug named Lyman, who made visitations in various parts of the State last winter, disguised as an Elocutionist. He is a knave of the first quality, and should be shunned accordingly.

The Programme for the several Educational Associations which hold their meetings at Adrian during the holiday vacation, will be found in this issue. Everything seems to indicate that these meetings will be of unusual interest and profit. There has probably never been a time in Michigan when there has been such a healthy activity in educational affairs as now. The three Associations whose meetings are soon to occur, are conducted, not by book agents and publishers, but by teachers who have a single object in view—the progress of their profession. It is the theory of some very modest teachers, who are never seen on such occasions, that all this zeal is for a selfish purpose—to bring one's self into notice. For their part they are content to lead unostentatious lives. They are gems "of purest ray serene," or flowers "born to blush unseen," and of such modest and retiring dispositions as compel them "to waste their sweetness on the desert air." Virtuous souls! They should colonize some Eutopia sacred to Fossils where the activity of life can never disturb their slumber.

Coupled with this excessive modesty may always be found an inordinate self-conceit and a thorough contempt for "undulings" and "upstarts." At this very moment the only clog to progress is the inactivity of this class of teachers. They occupy positions in which they might exert a commanding influence. They are College Presidents and Professors, Principals of Graded Schools and Academies; but outside of their class-room, so far

as any direct influence upon the world's progress is concerned, they might as well be in Heaven.

But wherefore do we say these things in the TEACHER which goes only into the court of the Gentiles? Chiefly because they are true and the trust may save some of its readers (*Procul! O Procul!! Magistri*) from old fogyism.

One hoary headed man we know, once a teacher, now one of our most efficient County Superintendents, who, when asked why he was still active in the work of the schools when so old said, "I wish to *wear* out, not *rust* out." If life and health permit, this venerable old man will be at Adrian to attend these associations. Think of this ye hale and hearty men of twenty-five who will not come because ——— you do not want to, and be ashamed.

At the close of this, our third volume, we wish to express our gratitude to the many good friends who have helped to make the TEACHER a success. Save ourselves none will ever know how much we needed friends when the first number of the MICHIGAN TEACHER came from the press. Looking at the undertaking from this point of time, we can not fathom the infatuation which induced us to enter into so hopeless a scheme. But this matters not now. It is a fact, we believe, that the TEACHER is yet alive, and onr reason convinces us that it must have found many constant friends. Our books show us that successive editions have increased from five hundred to fifteen hundred. While our resources thus have increased, our expenses have been proportionally greater. In our January number we shall publish a statement of the cost of each issue in the several items. So far as we can see now, when all our accounts shall have been adjusted, we shall be about even with the world. We are paid for our services as we go along in the increased interest we feel in all that pertains to our profession, in the possible good we may do our readers, and, perchance, in a better preparation for our duties as teachers. Such remuneration is all we expect, all we wish. We wish that our fellow laborers would feel that the TEACHER is theirs, as well as ours—theirs to support in such a way as to promote the common good. It is the fashion to sneer

at the avowal of any motive which is not reducible, at its final analysis, to money; but we will venture on one occasion at least to say what we feel. So far are we from conducting this journal from any hope of gain, that we are quite willing to distribute all our gains *per capita* among our subscribers. The only condition we would impose is that they manifest an active interest in the support of the TEACHER, not only in extending its circulation, but also in writing for its pages.

Of course we do not know to what extent our present readers feel willing to lend us a helping hand. We are free to say that we most earnestly desire their good opinion and their hearty co-operation. *A prompt renewal of subscriptions* is the most direct means of assuring us that we have the good will of our readers in this enterprise. Friends, as soon as you have read this article, let us know if you wish the TEACHER for the next year. We drop all names as soon as the time of subscription expires, not because we demand cash in advance, but because we will not send to any one who does not wish to subscribe. How are we to know this unless we are notified?

To all with whom we have talked during the past year, whether we walk together longer or not, we wish a happy New Year.

By reference to our Prospectus, it will be seen that our subscribers can be supplied with the leading periodicals at low rates. Teachers owe it to themselves and to their schools to be liberally provided with choice reading matter. He is to be pitied who is a stranger to the pleasure of turning over the leaves of a new magazine or book which is *his own*, purchased with his own earnings. While we derive no immediate benefit from this arrangement, furnishing periodicals at just what they cost us, we are still very glad to do this little service for our patrons.

We have just published a new and improved edition of the Michigan Teacher Class Book, of which a description will be found in our Practical Department. We will furnish all our *subscribers* with a copy of this book upon the receipt of twenty-five cents, and a blue stamp to prepay postage.

Superintendent C. MARBLE, of Calhoun, has recently issued a very able and interesting circular to the teachers of his county. We quote from it the following letter as a specimen of the ignorance and incapacity the County Superintendents have to contend against:

April 20

Mr. Marbel I have not received no letter from you I thought that I would tell you that I did not finish in writen Arithmetic in the writing my pensil was so poor that I could not write well with it you sharpened for me in the pronouns I said that they was pure intensive and double but it is personel Relative Interogative and Agative and in orthography it is the elementy sounds of letters Mr Marble I knew all of these before in my writing I made small I but I knew it ought to be different I got rather confused that day I have got a school engaged please dont disapoint me it is a very small school they wont go farther than fractions please write as soon as posable from Miss ————

Mr —— spoke to you about me and you spoke as though you would give me one for the spring.

A few of our subscribers are still in arrears, and all such will confer a favor by sending the amount due at once to C. L. WHITNEY, Muskegon, Mich. A prompt response will enable us to balance our accounts so that we can begin the new year with a *tabula rasa.*

We hope the third volume of the TEACHER has been of sufficient value to entitle it to the honor of being bound. Let us suggest that the copy of Unconscious Tuition be added as a supplement. The TEACHER will be neatly bound at a reasonable price by J. D. YOUNGBLOOD, 205 Jefferson avenue, or by FRANCIS RAYMOND, 130 Jefferson avenue, Detroit.

Our readers have perhaps heard of the unhappy poet whose verse, "See the pale Martyr with his sheet of fire!" was changed by the mischievous types to "See the pale Martyr with his shirt on fire!" We were the victims of a like accident last month. If the reader will change the word "pure" in the last line but one of page 332 November number to "purse," the point of the sentence may possibly become visible.

PRACTICAL DEPARTMENT.

WE continue the aphorisms on Mathematics, printed in a late number, by the following upon teaching Geometry.

The attention and the good will of the pupil is not to be fixed through a graphic or bodily figure, but through problems from practical life. But these must be so arranged that first, a restless interest is awakened in the school which gives continually new impulse to the will, power and strives ceaselessly to its aim; and they must be such that second, the result itself is a geometrical truth or at least leads immediately to such.

In the school theory should not be subordinate to practice, but practice to theory.

Geometry is not merely a science but also an art. Hence there are two ways open for its methodical treatment in instruction, according to the prominence given to the demonstrative or to the constructive part. The latter course recommends itself, in so far as it makes a less demand on the faculty of abstraction, and offers, on the other hand, from the very first, an actual foundation for the intuition of the pupil.

The matter of instruction in Geometry is not as in Natural History, etc., a communicated and reproduced, but the pupil, under the guidance of the teacher, must seek, find, construct.

EXPERIMENTS FOR THE SCHOOL ROOM.

The so-called phial of the four elements furnishes a good illustration of the difference between mechanical action and chemical. Take a phial about 6 inches long and put in first, some iron filings or small tacks; second, chalk; third, colored water; and fourth, some oil. However much these may be shaken together they will always settle to their former positions. If, however, a little Nitric Acid is poured gently into the phial, it will unite chemically with the iron, chalk and water forming a blueish homogeneous mass.

The formation of a solid from two gases may be shown by dipping a feather in Hydrochloric Acid and brushing the inside of a tumbler with it, treating another similarly with Liquid Ammonia. If now one tumbler be inverted over the other an opaque solid, Chloride of Ammonia, will appear as white fumes.

Similarly a little Sulphuric Acid added drop by drop to a saturated solution of Chloride of Lime, will form a mixture, which, if stirred with a glass rod, will be converted into an opaque, white and nearly solid mass.

If equal measures of Alcohol and water be mixed, the compound will become warm, but will measure less than the sum of the ingredients.

MICHIGAN TEACHER CLASS BOOK.—We present below a sample page of this new class book. To the practical teacher an examination is only necessary to prove its utility.

A. Class in Geography. For Term beginning Sept. 7th, 1868.

No.	NAMES.	1st Week	2d Week	3d Week	4th Week	Sum.	
1.	Della Beckwith,	M. T. W. Th.F.					
2.	Ella Smead,	3 2 3 a 3	3 3 3 2 3	a 2 o 3 3	2 3 3 2 3	2.3	Counting a as 0, marked on a scale of 3.
3.	Frank Jones,	Simil	ar ma	rking	gives	2.6	Counting a as blank.
4.	Ira Pratt,	5 4 4 5 a*	4 5 3 5 5	4 0 5 5 5	a* 5 4 5 5	4.3	Count'g absence excused, marked on a scale of 5.
5.	Julius Wilcox,	Simil	ar ma	rking	gives	3.9	Counting absence as 0 or failure (on a scale of 5).
	Lynn Dimick,	1. 9 a* 1. 1.	1. 9 1. 8 9	1. 1. 1. 1. 1.	a 9 9 1. 1.	9.6	Record of Deportment on a scale of 10.
	Mary E. Baker,	x x x x x	1 ‡ † 1	x x x 1 x	x x 1 †	4t. 30	Half day's attendence; 4 times tardy; 10 times absent.

In using this Record, any scale may be used. If *10* is the scale, indicate perfect by *1*.

Use one square for each week. Mark the record for Monday in the upper left hand corner; for Tuesday in upper right hand corner; for Wednesday in the middle; for Thursday in lower left hand corner; and for Friday in lower right hand corner.

When a pupil is absent from recitation he should receive the mark *a*. If the lesson thus missed has been previously excused, or is made up and recited by the pupil, the *a* should be erased and not counted in summaries. All *a*'s not erased should be counted as *O*'s in making up the summaries.

Summaries should be made each four weeks and plainly written in the double ruled column. If the pupil's standing is noted every day, the month's summary is readily found by dividing the sum of marks by 20.

Deportment and Attendance Records may be kept in the same forms as class records. Let a vertical line (|) indicate present in the A. M., a horizontal line (—) present in the P. M., the two making the sign thus (+); or by oblique lines (×); crossing the end of either of these lines indicates tardy (∓); the want of a line absent.

BOOK NOTICES.

FIRST PRINCIPLES OF POPULAR EDUCATION AND POPULAR INSTRUCTION. By S. S. RANDALL. New York: HARPER & BROTHERS. 1868.

Dr. JOHNSON says that an author, to be useful, need not necessarily be original, but may do good service by presenting old truths in a more attractive way. One of these two things may reasonably be demanded of every one who sends a book into the world. Educational literature has long been suffering from stagnation. Its prevailing style has been hortatory—its doctrines mere platitudes. The solemn changes have been rung on the teacher's responsibility, the paramount value of education, the dignity of the teacher's office, etc., etc. Human opinion passes through three stages—the unanimity of the ignorant, the dissensions of the inquiring, and the unanimity of the wise. That is, men may be too ignorant to find occasion for disagreement, or a long continued investigation of the truth may have led to an entire agreement of opinion. Between these extremes is the field of active discussion, where boldly avowed opinions are as boldly assailed. What position does educational thought occupy in this scheme? Is this unanimity the result of ignorance or of long agitated, but now well settled opinions? So far as the great mass of teachers are concerned, there can be but one answer—the quiet is that which precedes, not that which follows discussion. Occasionally these waters have been troubled by some bold spirit, but to the healing of only a few. The multitude did not know they were sick, and so did not ask for aid. The great need of the day, it seems to us, is a vigorous discussion of educational truths *de novo*—no bowing to long accepted formulas, but a bold challenging of their validity and authority.

Tried by such a standard, it is very easy to pass judgment on the book before us. How can we expect to find the discussion of new truths, or even a revamping of old ones, when the author modestly speaks of himself as "sitting at the feet of such men as JOHN A. DIX, JOHN C. SPENCER, SAMUEL YOUNG and CHRISTOPHER MORGAN in the State Department," and of there "imbibing the great central truths pertaining to Popular Education, and the fundamental principles upon which it should rest." We do not wish to know what an author has got from "imbibing," but from his powers of reasoning and of investigation. We may say of the whole book, without a noticeable exception, that it deals in traditional opinions—that its pages do not contain a single new truth or a new statement of an old one. If we mistake not, the author merely presents, without modification or amendment, the theories and opinions which he "imbibed" in his earlier years.

If we pass from a consideration of the matter of the book to that of its style, we must regret the possibility of its falling into the hands of a reader who may be induced to follow a bad example. But there is one thought which gives relief in this particular. In some respects, the style is so thoroughly bad that it removes all danger of imitation. In some chapters we find a most disagreeable mixture of exhortation and rhapsody. Both are good in their place, but we feel like resenting the attempt to fasten on us by mere authority what we might better be convinced of by argument. In this author we notice a painful peculiarity, which DEQUINCY thinks to be a besetting sin of the German "who is the greatest nuisance, in what concerns the treatment of language, that the mind of man is capable of conceiving." "If a whole book were made up of a single sentence, all collateral and subordinate issues being packed into it as parenthetical intercalations, —if this single sentence should even cover an acre of ground, the true German would see in all *that* no want of art." "KANT was a great man, but he was obtuse and deaf as an antediluvian boulder with regard to language and its capacities. He has sentences which have been measured by a carpenter, and some of them run two feet eight by six inches." Though rivalry be impossible, it is not so with imitation. Mr. RANDALL furnishes at least one instance of a sentence *eleven feet nine inches in length*, by actual measurement (page 94–5).

A PRACTICAL INTRODUCTION TO LATIN COMPOSITION. By ALBERT HARKNESS, Ph. D. New York: *D. Appleton & Co.* 1869.

A recent criticism on the current mode of teaching language is to the effect that pupils learn grammar and study language, whereas they ought to learn language and study grammar. Teachers seem to think that grammar precedes language, and so give their time and talent to an inverted method of study. As the subject matter of Botany is plants, or of Zoölogy animals, the proper way to study these sciences would seem to be to begin with an examination of plants in one case, and of animals in the other. So the subject matter of Grammar is language, and reason would suggest that a true order would be, first, the language, then its grammar. Undoubtedly the natural method is first to learn to speak, or to write a language, and then to ascend to grammatical principles by induction.

Or, to approach the subject from a different direction, it is to be recollected that the process of learning is two-fold—first receptive, and then reproductive. The second is the complement of the first, and is the only true test of knowledge.

The almost universal method has been to commit to memory all the Paradigms, regular and irregular, exceptions in gender, rules for quantity, rules of syntax, and even rules of prosody, *verbatim et literatim*, months before there has been the least possibility of knowing their use or significance. This is much like causing a hungry man to commit to memory an elaborate treatise on breadmaking, with minute formulas for gluten, starch and sugar, the atomine weight and properties of oxygen, nitrogen, carbon and hydrogen, and then generously permitting him to taste what his soul has been fainting for.

Many elementary Latin books are now so arranged as to teach, first, the Paradigms and Rules, and, in immediate connection with each, synthetical and analytical examples for illustration. To other Grammars there is a companion volume on Prose Composition, and these accomplish the purpose above mentioned. HARKNESS' *Introductory Latin Book* is a good example of the first class, and his Latin Grammar, and this Prose Composition of the second.

This method of studying Latin marks a change in the right direction. First we had the Grammar with all its dry details long before the language itself could be seen. Now the Grammar is studied in close connection with the language; and we predict that the time is at hand when Language will be studied first, and then its Grammar. We believe this is the most successful attempt yet made to teach the simplest facts of Latin construction in connection with the formal statement of grammatical principles. It is concise, progressive, clearly arranged, and exhibits all the simpler features of Latin syntax.

As ARNOLD'S Prose Composition is usually studied in connection with CICERO or with VIRGIL, so this should precede it and accompany CÆSAR'S Commentaries. This work is soon to be used in the State Normal School, and will probably be adopted in all our Union Schools.

A NEW ELEMENTARY COURSE IN THE GERMAN LANGUAGE. By GABRIEL CAMPBELL, B. A. Chicago: *Church, Goodman & Donnelley*. 1867.

It is with the greatest satisfaction that we call the attention of our readers to this excellent work. Mr. CAMPBELL is a Michigan man, a graduate of the Normal School and of the University, and hence has especial claims to consideration in a Michigan educational journal. But his book has other claims to notice. It is based upon a true philosophy, its method is undeniably correct. It has not been heralded by cheaply bought recommendations from men who know not a word of the language it purposes to teach, but has won commendation solely by its merit. Originally intended for private classes, its excellence attracted the attention of Western educators, and a new and improved edition became a necessity. It has been adopted in the schools of Chicago and Milwaukee, and will doubtless soon find its way into every school in Michigan when the language is taught.

Dr. ARNOLD held that it was best for students to receive instruction in foreign languages from the same person who conducted their English studies. He was undoubtedly right. The main purpose for which a foreign language is studied is not facility in its use but the mastery of its literature. A German Grammar written by a German may possibly serve the former end, but is apt to fall wofully short of the latter. The one element necessary to success in this direction—mastery of the English language—is almost always wanting. A writer like Mr. CAMPBELL is far more likely to succeed, since having himself acquired the language he knows, and is better able to help the student over its difficulties. Moreover being free from early local influences, he is likelier to teach a pure idiom—the idiom of literature and cultivated society. That student on the other hand, who acquires his knowledge of French or German from a foreigner, is

apt to learn an idiom Parisian, or Provincial, Schwabian or Saxon, according to the nativity of his teacher, who is ever unable to escape from the trammels of his dialect. In this we find another claim of Mr. CAMPBELL'S book to the attention of teachers, and we urge it the more that there is an absurd prejudice to the contrary—a prejudice, we are glad to say, not shared by the authorities of our University, Prof. EVANS, the instructor in German, and Prof. SPENCE, in French, both being Americans.

We remarked above that Mr. CAMPBELL'S work was based upon a true philosophy, and was correct in its method. Its philosophy is that of comparative Philology, its method rests upon the affinity of German with English. In this respect it agrees with PEISSNER'S work, noticed in a previous number, but is more elementary in its treatment, and possesses other important advantages. Mr. CAMPBELL takes especial pains to show what the points of difference are between related English and German words. Thus he shows that have becomes habe by the change of v to b hath hat by the omission of final h, was what by the change of s to t. In brief, he has written a thoroughly practical and useful German Grammar—a book which we heartily commend to the attention of all who teach this anguage in our public schools

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Among the periodicals lately started none takes a higher rank than SLOAN'S ARCHITECTURAL REVIEW, published at 819 Market street, Philadelphia. Of course, the main value of such a journal is for those engaged in the special pursuit considered, yet there are many articles which have a general interest. Among these may be mentioned a History of Architecture, The Penn Treaty Ground as a monument to William Penn The Restoration of Mount Vernon, Our Public Libraries, Life and Times of Michael Angelo. The Origin of the Gothic Style. The work is well illustrated, and is what might be expected from the high professional reputation of its editor, Mr. SAMUEL SLOAN

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The most interesting features of the *Galaxy* to teachers are RICHARD GRANT WHITE'S articles on the Use and Abuse of Words. The article in the December number upon Words that are not words, deserves to be carefully read by educators. The *Galaxy* does not lack for articles of a lighter interest, and altogether is creditable to the enterprise of its publishers, SHELDON & Co., New York.

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PUTNAM'S MONTHLY for December is at hand and fully sustains the character of this excellent monthly, just completing its first year. This magazine shows itself well established upon a firm basis, and prepared to furnish in the future, as in the year past, a large amount of the best of reading matter for a small sum of money. In the last number we have: "No Love lost;" "A day of surprises;" "Beyond;" "The Poetry of the Alphabet;" "The Founders of Globe City;" "Letters on Woman Suffrage;" "A Pinch of Salt," and many other excellent contributions. The new volume will begin with the January number, for which volume contributions are promised by WM. CULLEN BRYANT, EDW. EVERETT HALE, BAYARD TAYLOR, WM. R. ALGER, Prof. SCHELE DEVERE, Prof. MOSES COIT TYLER, and other noted writers. Price: $4.00 per annum; two copies for $7.00. We will furnish the TEACHER and *Putnam's Monthly* for 1869 for $4.50.

The HERALD OF HEALTH is what its name imports, a monthly visitor to the family, explaining the laws of our physical being, and how health may be had by the observance of these laws. In this fast age, noted for the reckless and rapid manner in which Americans live, attention cannot be called too often to the body, its wants and laws of being. This sterling periodical would do much to reform our habits of careless living, if it could be more widely circulated, and more largely read. Price: $2.00 per year. The HERALD and the TEACHER can be had for $3.00 per year.

The AMERICAN AGRICULTURIST has no superior among papers of its kind. Its cheapness, large size, beautiful illustrations, and general adaptation to the wants of all readers, commend it to every one. Many a teacher has taken the fine engravings of the AGRICULTURIST to adorn the walls of her little school room, and the garden of many a teacher's home has smiled with a greater supply of fruit and flowers, because of the monthly visits of this paper. Price: $1.50 a year. Subscribers to the TEACHER can have the AGRICULTURIST and TEACHER for $2.50 per year.

The "LADY'S FRIEND" for December is a Holiday number in suitable dress—which is promised to all new subscribers for 1869. It has a beautiful engraving of ROBERT BURNS and HIGHLAND MARY, a well executed *frontispiece*, besides numerous woodcuts, diagrams and plates of the fashions. Music is promised for each number of 1869, which, added to engravings and the readable articles, from the pens of well-known writers, will make the FRIEND a valuable companion to every lady. Price: $2.00 a year. To subscribers of the TEACHER, $1.50. The FRIEND and TEACHER, $3.00.

Our Younger Readers and the children of our Public Schools are promised many rich treats the coming year. We believe it a teacher's duty to interest the pupils of his school in some reading, and there is no reading so fresh and well adapted to the wants of the young, as that of the better class of children's magazines now published at low rates. Each teacher should get up a club among his pupils for one or more of these. In many schools these papers are used with the very best success as class reading books.

The SCHOOLMATE has the close of the excellent story of "*Richard Hunter*" in the December number. A new story is promised for the next volume by the same author who wrote *Ragged Dick, &c.*, by the title of "*Rough and Ready, or, Life among Newsboys.*" No boy can read or hear this story read without being benefitted by it. The Dialogues and Declamations in this paper are worth more than the subscription price, which is only $1.50. For $2.50 we will send the TEACHER and SCHOOLMATE for 1869.

OUR YOUNG FOLKS sends out an excellent "Bill of Fare" for 1869—and promises some improvements of which we most cordially approve. It is $2.00 a year, or with the TEACHER costs $1.50, and $3.00 for both.

The SCHOOLDAY VISITOR claims its share of the attention of the students of our schools. Its stories, reading lessons, dialogues, music enigmas, problems, questions, etc., etc., are all good and make it worthy of the patronage of the young or their parents. Price: $1.50.

The LITTLE CHIEF is far better than the LITTLE CORPORAL for the schoolboys and girls, and is not to be set on one side. It is *chief*, if it is *little*. Good things often come in small parcels. Such is the case here. It is cheap enough for any and good enough for all, being 75 cents per year, or it and the TEACHER for $2.00.

GRADED SONGS for Public Schools, by O. BLACKMAR, teacher of music in the Chicago schools. Chicago: *Root & Cady*.

Three numbers of these songs are now before the public, and are a good thing in the right place. It is proposed to teach music as we teach reading, by teaching the pupils to read notes by a system of easy lessons. Why can not children be taught to read music at an early age, as well as to read language? We think they can, and hail this effort in the aid of this work Teachers with little musical talent or knowledge can improve themselves and teach their pupils to sing and read music by this system of graded books. They are cheap too, and can be had by all.

NEW SHEET MUSIC. Chicago: *Root & Cady*.

"*Sabbath Morn.*" A Sacred Hymn, by J. M. HUBBARD, is beautiful in words and sweet in music, an appropriate piece for devotional exercises. A Quartette, Duet and Solo.

"*My Leily*," is a Song and Chorus, by WEBSTER. As is also "*Sister May.*"

"*How sweet the Thought*," is a Song by JAMES R. MURRAY.

"*Valse a la Mode*," "*Sparkle Schottisch*," and "*Coralline Mazurka*," are new instrumental pieces.

LITTELL'S LIVING AGE has now reached its hundredth volume. The new volume is to present increased attractions, among them a reprint of BERTHOLD AUERBACH'S romance, "The Country House on the Rhine." Recent numbers have contained one of the best papers we have read upon the "Lake Dwellings," a reprint of a remarkable English work, "The Stars and the Earth," and an able article from the last *Westminster Review*, "The Suppressed Sex." The reader of the *Living Age* may feel confident that the most seasonable and readable matter of European periodicals will be furnished him.

In our closing number we wish to call renewed attention to that best of all weeklies, "*The Nation.*" Whatever one's political faith may be, whoever once begins to read it, will be unwilling to miss a single number. Its Scientific and Literary notes are unusually full and excellent, and it keeps its readers in a line with the progress of the time. A special feature is the frequent notice of the more important publications of France, Germany and England.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

VAN BUREN COUNTY.

SUPERINTENDENT E. A. BLACKMAN has resigned and the Rev. E. CLEVELAND, of Lawrence, has been appointed in his place. In his final report Supt. BLACKMAN states, that he has served 121 days, and has made 37 visits. In March of the present year he issued and distributed at his own expense 1,000 copies of the *Van Buren County School Circular*. Mr. CLEVELAND, the new Superintendent, has served for several years in the same capacity in New Hampshire, was President of a College in Canada for five years, and lately occupied a professorship in an Illinois College.

PAW PAW.—The Union School is under the instruction of Mr. H. D. HANOWER.

BERRIEN COUNTY.

We select the following statements from the second Annual Report of Superintendent H. A. FORD: "The year has been one of hard work but of hopeful progress. During last April and May a course of six Institutes was held with the best success. During the year 196 certificates have been granted, 29 first, 69 second, and 98 third grade. Three numbers of the *Berrien School Journal* have been published in editions of 800 copies each. In many districts the Rate Bill has been abolished, and there is a general disposition to pay teachers better, to improve buildings, and to furnish the needed facilities for the schools.

IONIA COUNTY.

Superintendent E. V. W. BROCKAW reports the Institute at Lyons a complete success. He was assisted by Dr. L. MCCUTCHEON and the Hon. IRA MAYHEW. Fifty teachers were present and were hospitably entertained by the citizens of Lyons. Evening lectures were delivered by Hon. IRA MAYHEW and the Rev. B. PARSONS, of Ionia. At the close of the Institute an examination was held; a much larger per cent. obtaining certificates than at any previous examination.

The Board of Supervisors have voted fifty days additional time, $85.66, for last year's expenses, and $100 for next year. This is but justice to Mr. BROKAW, who is personally known to us as one of the most earnest, hard working and energetic men in the whole County Superintendency.

CLINTON COUNTY.

Superintendent MUDGE reports 170 schools visited during the year; 241 teachers have received certificates, 27 have been rejected. Saturday Institutes, to the number of six, have been held, and two private institutes, each continuing four weeks. Nearly 900 copies of the Clinton *Educational Monthly* have been circulated. There are 129 schoolhouses in the county,—one brick, 102 frame, and 26 log. Out of this number 18 have their grounds fenced in, and 22 are surrounded by shade trees. There were 133 schools taught during the past year. Of these six were select and six graded. The whole number of pupils enrolled during the winter was 4,677; the per cent. of attendance was 80. In the summer 3,835 were enrolled, with an attendance of 65 per cent. According to the census of 1867 there are 7,221 pupils in the county, a little over one-half of whom attend school About 100 schools have uniform textbooks. The number of teachers employed during the past year is 181, 40 males and 141 females. Of all the teachers now holding certificates, 21 have first grade, 55 second, and 38 third. The average age of teachers is 22 years, average experience. 18 months. The County Teachers' Association has 60 members.

We learn further from the Clinton *Educational Monthly* for November, that at the Fall examinations, just completed, 93 candidates were examined, four receiving first grade certificates, 29 second grade, and 47 third grade; 13 being rejected.

MECOSTA COUNTY.

Superintendent G. W. WARREN writes us that there is a generally increasing interest in education in his county. New districts are being formed and about 45 have had school the past year. The districts composing the village of Big Rapids have lately organized as a Union School District. There are 300 children under the instruction of four teachers. Steps are being taken looking toward the erection of a first class school building.

LAWTON.—Mr. ALBERT JENNINGS has been engaged as Principal of the Union School.

LANSING.—Mrs. NICHOLS, a graduate of Lima College, N Y., has been appointed Principal of the High School.

The Sixth Annual Commencement of the Agricultural College took place on Wednesday, November 18th. The address was delivered by the Rev. WM. H. PERRINE, of Lansing. His topic was the "Philosophy of the World's Progress." The degree of Bachelor of Science was conferred upon ten young men, all farmers' sons.

The State Board of Agriculture have appointed Mr. A. J. COOK Professor of Zoology and Entomology, and Mr. W. W. TRACY Instructor in Horticulture. Both gentlemen are graduates of the College.

CASSOPOLIS.—Mr. F. A. HERRING is Principal, assisted by Miss M. BARTHOLOMEW in the Intermediate Department, and Miss M. A. ROGERS in the Primary Department. 173 pupils are enrolled 73 Primary, 53 Intermediate, 47 Higher.

ASSOCIATION OF COUNTY SUPERINTENDENTS.

ANNUAL MEETING.

The annual meeting of the association will be held in the city of Adrian, commencing on Monday, the twenty-eighth day of December, 1868, at seven o'clock in the evening.

The following is a partial programme of the meeting:

"Visitation of Schools," Supt. H. A. FORD, Niles.

"The Education of the Heart," Supt. L. C. YORK, Flint.

"Best Methods of Conducting County Institutes," Supt. C. MUDGE Maple Rapids.

"Normal Training Classes." Supt. J. M. BALLOU, Allegan.

A paper will probably be presented upon some topic by Supt. J. D. PIERCE, Ypsilanti.

All members of the association are invited to bring before the meeting any appropriate subjects which they desire to have considered or acted upon.

Some time will be given to a free "Conference" upon "*Results*" and "*Prospects.*"

An Address will be delivered on Monday or Tuesday evening, upon the "Relations of the Different Parts of our Educational System," by Hon. O. HOSFORD, State Superintendent of Public Instruction.

☞ A full attendance is very earnestly desired.

As the "State Teachers' Association" meets at the same place, it is expected that arrangements can be made to secure free return tickets on the various railroads.

By order of the Executive Committee,

November 25th, 1868. D. PUTNAM, *Chairman.*

FENTON.—Prof. C. A. GOWER, the newly appointed principal of the Union School, is a graduate of Michigan University. During the last year he taught Mathematics in Ann Arbor Union School. Miss HATTIE S. KINNEY, the Preceptress, is a graduate of Oberlin. The assistants are Miss KATIE BRADLEY, Miss E. M. ADAMS, Miss HELEN BELL, Miss HOLLIDAY, Miss HAMILTON and Miss GURNEY. The Board and the citizens are well satisfied with their teachers, and place entire confidence in them. We are indebted to the Director, Mr. C. H. TURNER, for a copy of the course of study in the schools, of which we propose to speak hereafter.

KEARSLEY.—The new school house was dedicated October 20th, with appropriate ceremonies. The dedicatory address was delivered by Supt. YORK. Prof. MASON, of Flint, followed with an address on "Education."

PLYMOUTH.—Prof. N. L. DOWNIE, formerly of Newaygo, is Principal of the Union School, assisted by Miss CLARA BRYANT, Preceptress, Miss G. L. FITZGERALD, Intermediate, and Miss QUACKENBOSS, Primary.

MUSKEGON.—Miss ADDIE MARSH, a pupil of the State Normal School, is teaching the Grammar School Department, at a salary of $500.

The next annual meeting of the Michigan State Teachers' Association will be held at Adrian, beginning at the evening of Tuesday, December 29th, 1868.

PROGRAMME.

Tuesday, 7½ P. M., paper by Professor H. L. WAYLAND. Subject: "Woman and her Destiny."

Wednesday, 9 A. M., opening exercises, appointment of committees, and 9½ Paper by Prof. L. McLOUTH, of Battle Creek. Subject: "Primary Teaching, and the Means of its Improvement."

10 o'clock, Discussion of the Paper.

10½ o'clock, Paper by

11 o'clock, Discussion: "What are the results of the County Superintendency?"

Afternoon 2 o'clock, Paper by Miss JULIA A. KING, of Flint. Subject: "Education outside of Books."

2½ o'clock, Discussion of the Paper.

3 o'clock, Discussion. Question: "What constitutes a Practical Education." Hon. IRA MAYHEW will lead in the discussion.

4 o'clock, Discussion: "The Boarding Around System, its results, and how shall a change be brought about."

Evening 7½ o'clock, Lecture on Elocution and Oratory, with illustrations, by Professor A. A. GRIFFITH, of Chicago.

Thursday morning, 9 o'clock, Opening Exercises, Reports of Committees, etc.

9½ o'clock, Paper, by Pres. T. C. ABBOT, of Agricultural College, "Shall we study English Grammar?"

10 o'clock, Discussion of the Paper.

Afternoon, 2 o'clock, Miscellaneous Business, Election of Officers, etc.

2½ o'clock, Paper by Supt. H. A. FORD, of Niles. Subject: "The Common School from the County Superintendents' Point of View."

3 o'clock, Discussion of the Paper.

3½ o'clock, Closing Exercises.

The above Programme is designed to indicate the general course of the meeting, so far as arrangements are now completed. Some slight variation will perhaps be announced hereafter.

CHELSEA.—Mr. W. C. HILL, Principal of the Union School, favors us with the following statistics: The Principal's salary is $800; the Preceptress', Mrs. BURKED, $324. The assistants, Miss THOMAS and Miss HARDY, have each $250. The attendance in the High School and Grammar Departments is 57; Intermediate, 62; Primary, 77. Total, 197.

VASSAR.—Mr. L. A. PARK, a graduate of the State Normal School is Principal at a salary of $1,000. He is assisted by Miss ORPHA LANE, also a graduate of the Normal School, Miss ANNIS CLARK in the Intermediate, and Miss LETTIE BARNES in the Primary Department. The attendance is about 200.

NORTHVILLE.—The Fall Term of the Union School opened September 7th, with W. M. OSBAND, A. M., Principal, Mrs. L. A. OSBAND, Preceptress, assisted by Miss G. L. SHADUGG in the Intermediate Department, and Mrs. E. B. DUNHAM in the Primary.

CENTREVILLE.—A Teachers' Institute was held here October 19th to 23d. Thirty-two teachers were in attendance. The instructors were Superintendent HILL, Prof. L. A. PARK, of Vassar, and CHAS. LEWIS, of Centreville.

MATTERS ABROAD.

AMERICAN.

ILLINOIS.—The Southern Illinois Educational Convention met at Centralia, September 1st, 1868. The address of welcome was made by the Rev. I. S. MAHAN, and was responded to by the President, Prof. JOEL G. MORGAN of Cairo. Prof. BLACKMAN, of Chicago, conducted an exercise in vocal music, and Hon. NEWTON BATEMAN delivered an address in the afternoon. The propriety of making the holding a State Certificate a condition of fitness for the County Superintendency, was then discussed. In the evening Dr. J. M. GREGORY delivered an address on "Industrial Education." On the 2d, Dr. EDWARDS spoke upon the Art of Reading; Prof. TENNY upon Zoology and Geology; and J. A. KENNEDY upon the establishment of a Normal School in Southern Illinois. The subject of compulsory attendance was discussed during the morning and afternoon sessions. Professor ROBERT ALLYN lectured in the evening upon "Force, the Teachers great want." The President for next year is Prof. ROBERT ALLYN.

MASSACHUSETTS.—The State Association held its meeting in Tremont Temple, Boston, commencing Tuesday, October 15. The leading address and papers were by Dr. G. B. LORING, upon "The Importance of Careful Culture as the basis of Popular Education;" E. S. FRISBEE, "What Branches should be included in an English Course of Study;" ELBRIDGE SMITH, "When and how shall the English Language be studied in the High Schools?" SAM'L H. TAYLOR, LL.D., "The Relation of the High School to the College;" L. B. MUNROE, "Physical Culture in Schools;" J. G. SCOTT, "Grammar, what shall be taught and how?" Rev. H. F. HARRINGTON, "Necessity and Advantages of Oral Instruction;" Miss J. H. STICKNEY, "The Influence of Primary Schools on Educational Reforms;" Miss D. A. LATHROP, "Methods of Primary Instruction;" Prof. ATKINSON, "Mathematical Studies in our Schools;" and Dr. H. W. WILLIAMS, "Near-sightedness and other Optical Defects in our School Children." During the afternoon of Friday, Miss MARY HOWE SMITH, advertised Guyot's Geographies as usual.

NEW YORK.—The University Convocation met in Albany Tuesday August 4th. The Assistant Secretary, Mr. D. J. PRATT, read a paper by Prof. EDWARD NORTH, on "Normal Training in Colleges," Prof. POMEROY discussed the study of Politics in Colleges, Normal Schools and Academies, President RAYMOND, "Liberal Education for Women;" President ANDERSON, of Rochester, read an eulogy on CHESTER DEWEY, LL.D.

FOREIGN.

The German *Yearbook* for National Economy and Statistics gives the following summary of educational matters:

	No. of Inhabitants to each School.	No. of Pupils to each Teacher.	No. of Inhabitants to each Pupil.
Thuringia,	683	68	6.32
Bavaria,	581	63	8.01
Württemberg,	794	63	7 58
Hannover,	524	67	6.19
Prussia,	765	80	6.36
Saxony,	770	103	5.71
Austria,	1,172	?	12.87

In the recent French "Budget" for every 295 francs employed for war purposes only 11 are devoted to education. In Austria the proportion is 270 to 19; in Bavaria, 219 to 22; in Württemberg, 218 to 47; in Saxony, 218 to 37; in Baden 183 to 33.

SAXONY.—The Pedagogical Association of Leipzig has presented the following petition in relation to the reform of the school law:

1. That the State is to ensure the teacher a higher degree of culture than hitherto. He is to receive in addition to a general education, equal to that given in a "Realschule," a truly scientific special training, corresponding to the present condition of pedagogy.
2. The direction and supervision of the schools is to be placed in the hands of professional teachers and not of the clergy. The parish (Gemeinde) is to have but a limited supervision.
3. Teachers are to be ensured a definite share in the affairs of the schools, both in parish and State.
4. The teacher's extra professional acts are to be judged by the general law, his professional activity by the civil service law.

SIBERIA.—In a population of 4,625,699 there are 560 common schools in which 11,693 boys and 485 girls receive instruction. The military and clerical special schools are 20 in number with 2,464 pupils. Of other schools there are three higher and 17 lower with 893 students. These with the private schools make a total of 619 institutions with 17,592 pupils, of which 1,539 are girls.

Vol. III. *JANUARY.* *No. 1.*

THE Michigan Teacher

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1868.

THE DETROIT POST PRINTING ESTABLISHMENT.

MICHIGAN TEACHER.

VOLUME THIRD—1868.

The Editors of the MICHIGAN TEACHER desire to call attention to the following

PROSPECTUS FOR 1868.

The following persons have been engaged to write for the Third Volume:

JOHN M. GREGORY, LL. D., *President Illinois Industrial University.*
MOSES COIT TYLER, M. A., *Professor of Rhetoric in Michigan University.*
PROF. H. L. WAYLAND, A. M., *of Kalamazoo College.*
H. A. MORRISON, A. M., *President of Olivet College.*
T. C. ABBOTT, A. M., *President Michigan Agricultural College.*
PROF. E. A. STRONG, *Supt. Grand Rapids Public Schools.*
HON. WM. WINES, *Principal Chelsea Union School.*
PROF. J. RUSSELL WEBB, *Author "Word Method."*
C. F. R. BELLOWS, *Professor of Mathematics in State Normal School.*
MISS RUTH HOPPIN, *Preceptress of Normal School.*
MISS S. C. STERLING, *from Oswego Training School.*

The Editors, as heretofore, will contribute articles for each number.

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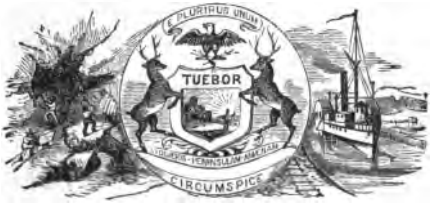

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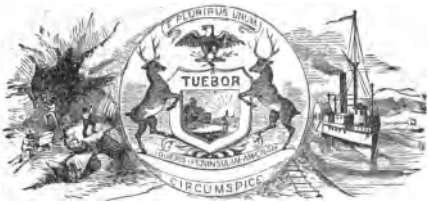

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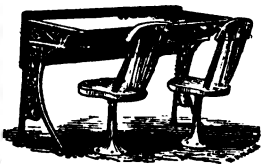

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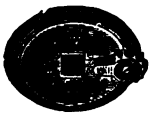

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Going West.					STATIONS.		Going East.			
Mail.	Express	Express	Express	Mls		Mls	Express	Mail.	Express	Express
8 30 P.M.		8 30 A.M	5 15 A.M.	0	ar **Boston** lv	1104	12 00 M.	6 00 A.M		5 00 P.M
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M	6 30 P.M	12 00 M.	8 00 "		**New York**	1045	10 30 P.M	6 00 A.M	7 00 A.M	3 15 "
7 15 A.M	12 00 A.M	6 00 P.M	1 15 P.M	200	**Albany**	905	4 40 P.M	9 20 P.M	1 40 "	9 40 a.m
		5 50 P.M	1 00 "		**Troy**		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M	6 45 "	2 00 "	217	Schenectady	887	4 00 "	8 40 "	1 00 A.M	9 00 "
11 40 "	4 22 "	11 03 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M	5 25 "
1 30 P.M	6 00 "	12 35 A M	6 35 "	348	Syracuse	756	11 10 a.m	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	3 40 "	9 35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M	6 20 "	12 00 M.		**Buffalo**	622	5 45 A.M	10 00 A.M	2 20 "	11 20 P.M
	1 00 P.M	6 40 A.M	12 20 "		ar **N Falls** lv				1 25 P.M	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv **Sus Brar**	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'ines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	**Hamilton**	555	2 30 "	6 40 "	11 20 A.M	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 43 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M	6 00 "	12 50 P.M	5 25 "	625	London	479	11 30 P.M	3 30 "	8 15 "	3 50 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 55 "
3 30 "	8 25 "	3 15 "	7 45 "	690	Chatham	415	9 00 "	1 00 "	5 35 "	1 03 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar **Win'r** lv	369	7 20 "	11 30 P.M	4 00 "	11 20 a.m
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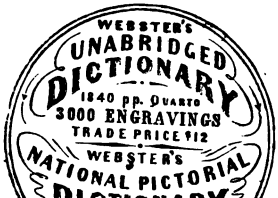

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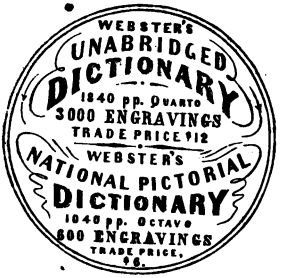
THROUGH TIME TABLE. *February, 1868.*

Going West.						STATIONS.		Going East.		
Mail.	Express	Express	Express	Mls		Mls	Express	Mail.	Express	Express
8 30 P.M.		8 30 A.M.	5 15 A.M.	0	ar Boston lv	1104	12 00 M.	6 00 A.M.		5 00 P.M.
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M.	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M.	6 30 P.M.	12 00 M.	8 00 "		New York	1045	10 30 P.M.	6 00 A.M.	7 00 A.M.	3 15 "
7 15 A.M.	12 00 A.M.	6 00 P.M.	1 15 P.M.	209	Albany	905	4 40 P.M.	9 20 P.M.	1 40 "	9 40 a.m.
		5 50 P.M.	1 00 "		Troy		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M.	6 45 "	2 00 "	217	Schenectady	867	4 00 "	8 40 "	1 00 A.M.	9 00 "
11 40 "	4 22 "	11 03 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M.	5 25 "
1 30 P.M.	6 00 "	12 35 A.M.	6 35 "	348	Syracuse	756	11 10 a.m.	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	3 40 "	9.35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M.	6 20 "	12 00 M.		Buffalo	622	5 45 A.M.	10 00 A.M.	2 20 "	11 30 P.M.
	1 00 P.M.	6 40 A.M.	12 20 "		ar N Falls lv				1 25 P.M.	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv Sus Brar	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'rines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	Hamilton	555	2 30 "	6 40 "	11 20 A.M.	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 48 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M.	6 00 "	12 50 P.M.	5 25 "	623	London	479	11 30 P.M.	3 30 "	8 15 "	3 30 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 35 "
3 30 "	8 25 "	3 15 "	7 45 "	696	Chatham	415	9 00 "	1 00 "	5 35 "	1 08 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar Wh'r lv	369	7 20 "	11 30 P.M.	4 00 "	11 20 a.m.
	1 30 P.M.	7 30 A.M.	12 30 A.M.	0	lv Tor'to ar	597	5 50 A.M.		12 45 P.M.	9 00 P.M.
	5 30 "	12 00 M.	4 45 "	88	Stratford	512	2 30 "		8 45 A.M.	5 00 "
	8 45 "	3 05 P.M.	7 50 "	168	Sarnia	432	11 30 P.M.		5 30 "	1 00 "
	11 00 "	5 50 "	10 10 "	228	ar Det.J'n lv	372	8 25 "		2 20 "	9 25 a.m.
7 10 A.M.	10 30 P.M.	5 35 P.M.	11 00 A.M.	735	lv D'troit ar	369	6 10 P.M.	5 45 P.M.	2 45 A.M.	10 00 "
7 25 "	10 45 "	5 50 "		738	G'd T. Junc.	366	5 50 "	5 30 "	2 30 "	9 50 "
7 40 "				745	Dearborn	359		5 15 "		
8 10 "		6 30 "		758	Wayne	351		4 50 "		9 20 "
8 30 "				760	Denton's	344		4 30 "		
9 45 "	11 30 "	7 00 "	12 15 P.M.	765	Ypsilanti	339	4 55 "	4 20 "	1 43 "	6 53 "
9 10 "	12 10 A.M.	7 25 "	12 37 "	773	Ann Arbor	331	4 35 "	3 55 "	1 23 "	8 25 "
9 40 "		7 50 "	12 58 "	782	Dexter	322		3 30 "		7 57 "
10 00 "	12 50 "	8 10 "		790	Chelsea	314		3 00 "		7 40 "
10 30 "		8 40 "		801	Grass Lake	303		2 42 "		7 15 "
11 00 "	1 50 "	9 10 "	2 00 "	811	Jackson	293	3 10 "	2 00 "	12 10 A.M.	6 50 "
			5 45 "		ar Lans'g lv		11 23 A.M.			
11 35 "	2 15 "	9 37 P.M.		822	Parma	282		1 30 P.M.	11 45 "	6 20 "
12 05 P.M.	2 40 "	10 00 "	2 42 "	831	Albion	273	2 20 P.M.	1 05 "	11 30 "	5 55 "
12 5 "	3 10 "	10 30 "	3 15 "	843	Marshall	261	1 55 "	12 35 "	11 07 "	5 25 "
1 17 "		10 50 "		850	White's	254		12 57 "		
1 35 "	3 40 "	11 15 "	3 43 "	856	Battle Creek	248	1 05 "	11 45 "	10 38 "	4 50 "
2 10 "	4 15 "	11 55 "		870	Galesburg	234		11 08 "		4 15 "
2 35 "	4 40 "	12 20 A.M.	4 30 "	879	Kalamazoo.	225	12 18 "	10 45 "	9 50 "	3 50 "
2 50 "	4 55 "			885	Ostemo	219		10 25 "		
3 07 "	5 10 "			891	Mattawan	213		10 10 "	9 20 "	
3 20 "	5 20 "	1 00 "		895	Lawton	209		10 00 "	9 10 "	
3 40 "	5 40 "	1 25 "		903	Decatur	201		9 40 "	8 50 "	
4 10 "	6 08 "	1 55 "		914	Dowagiac	190		9 12 "	8 22 "	2 25 "
4 45 "	6 55 "	2 35 "	6 25 "	927	Niles	177	10 30 A.M.	8 42 "	7 33 "	1 50 "
5 03 "	7 12 "			933	Buchanan	171		8 22 "	7 20 "	1 20 "
5 13 "	7 23 "			937	Dayton	167		8 10 "		1 10 "
5 33 "	7 43 "			944	Avery's	160		7 52 "		12 43 "
5 38 "	7 48 "			946	Three Oaks	158		7 47 "		12 43 "
5 55 "	8 05 "			954	New Buffalo	150		7 25 "	6 41 "	12 25 "
6 23 "	8 33 "	4 05 "	7 52 "	964	Mich. City	140	9 10 "	6 45 "	6 23 "	12 00 "
6 55 "	9 07 "			976	Porter	128		6 15 "		
7 15 "	9 27 "	5 00 "	8 37 "	984	Lake	120	8 28 "	5 57 "	5 40 "	11 10 P.M.
	4 25 P.M.	9 25 A.M.		1029	ar Joliet lv				2 30 a.m.	8 00 a.m.
7 47 "	9 55 A.M.			996	Gibson's	108		3 30 "	5 18a.m.	
8 10 "	10 20 "	5 30 "	9 20 "	1005	Calumet	99	7 40 "	5 10 "	4 55 "	10 20 P.M.
8 50 P.M.	11 00 "	6 30 "	10 00 P.M.	1019	ar Chi'go lv	85	7 00 A.M.	4 30a.m.	4 15p.m.	9 40 "
		1 25 P.M.	1 25 P.M.	1104	ar M'kee lv	0				



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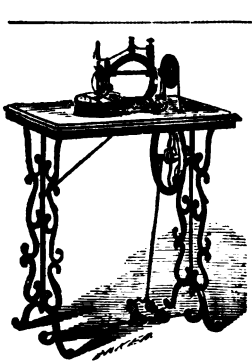

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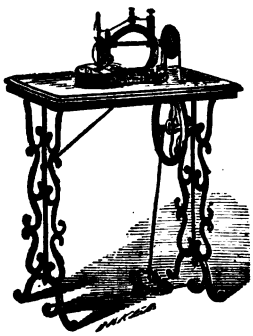

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THROUGH TIME TABLE. *June, 1868.*

Mail.	Express	Express	Express	Mls	STATIONS.	Mls	Express	Mail.	Express	Express
						Going East.				
8 30 P.M.		8 30 A.M	5 15 A.M.	0	ar Boston lv	1104	12 00 M.	6 00 A.M		5 00 P.M
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M	6 30 P.M	12 00 M.	8 00 "		New York	1045	10 30 P.M	6 00 A.M	7 00 A.M	3 15 "
7 15 A.M	12 00 A.M	6 00 P.M	1 15 P.M	200	Albany	905	4 40 P.M	9 20 P.M	1 40 "	9 40 a.m
		5 50 P.M	1 00 "		Troy		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M	6 45 "	2 00 "	217	Schenectady	887	4 00 "	8 40 "	1 00 A.M	9 00 "
11 40 "	4 22 "	11 03 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M	5 25 "
1 30 P.M	6 00 "	12 35 A M	6 35 "	348	Syracuse	756	11 10 a.m	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	8 40 "	9 35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M	6 20 "	12 00 M.		Buffalo	622	5 45 A.M	10 00 A.M	2 20 "	11 20 P.M
	1 00 P.M	6 40 A.M	12 20 "		ar N Falls lv				1 25 P.M	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv Sus Brar	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'ines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	Hamilton	555	2 30 "	6 40 "	11 20 A.M	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 43 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M	6 00 "	12 50 P.M	5 25 "	625	London	479	11 30 P.M	3 30 "	8 15 "	3 50 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 55 "
3 30 "	8 25 "	3 15 "	7 45 "	690	Chatham	415	9 00 "	1 00 "	5 35 "	1 03 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar Win'r lv	369	7 20 "	11 30 P.M	4 00 "	11 20 a.m
	1 30 P.M	7 30 A.M	12 30 A.M	0	lv Tor'to ar	597	5 50 A.M		12 45 P.M	9 00 P.M
	5 30 "	12 00 M.	4 45 "	88	Stratford	512	2 30 "		8 45 A.M	5 00 "
	8 45 "	3 05 P.M	7 50 "	168	Sarnia	432	11 30 P.M		5 30 "	1 00 "
	11 00 "	5 50 "	10 10 "	228	ar Det.J'n lv	372	8 25 "		2 20 "	9 25 a.m
7 05 A.M	9 30 P.M	5 45 P.M	10 00 A.M	735	lv D'troit ar	369	6 00 P.M	5 30 P.M	3 40 A.M	8 30 "
7 20 "	9 45 "	6 00 "	10 15 "	738	G'd T. Junc,	366	5 45 "	5 15 "	3 25 "	8 15 "
7 40 "				745	Dearborn	359		4 55 "		
8 05 "		6 40 "		753	Wayne	351		4 35 "		
8 22 "				760	Denton's	344		4 15 "		
8 35 "	11 00 "	7 10 "	11 15 "	765	Ypsilanti	339	4 50 "	4 05 "	2 38 "	7 20 "
9 00 "	11 22 "	7 35 "	11 37 "	773	Ann Arbor	331	4 30 "	3 40 "	2 18 "	7 00 "
9 30 "	11 45 "	8 00 "	11 58 "	782	Dexter	322	4 08 "	3 10 "		6 35 "
9 50 "		8 20 "		790	Chelsea	314		2 50 "		6 20 "
10 20 "		8 50 "		801	Grass Lake	303		2 20 "		5 55 "
10 50 "	1 00 A.M	9 20 "	1 00 P.M	811	Jackson	293	3 10 "	1 50 "	1 00 "	5 30 "
	8 05 A.M		5 25 "		ar Lans'g lv		10 50 A.M		6 55 P.M	
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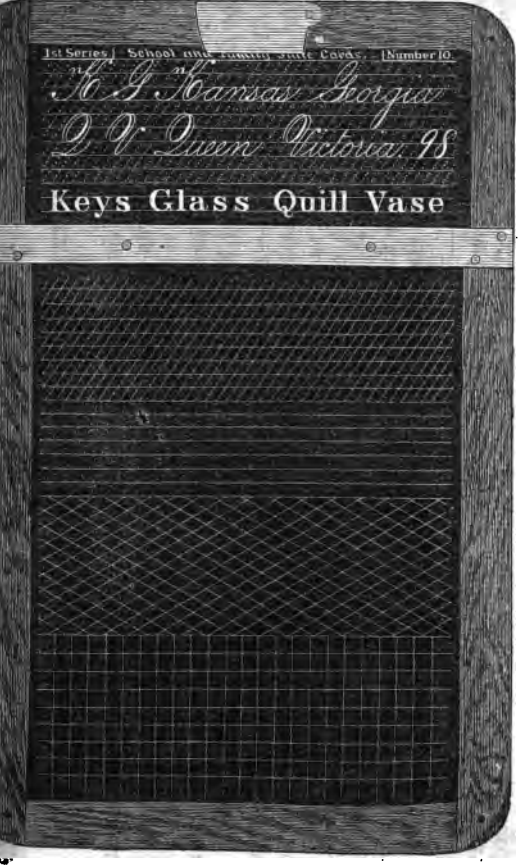

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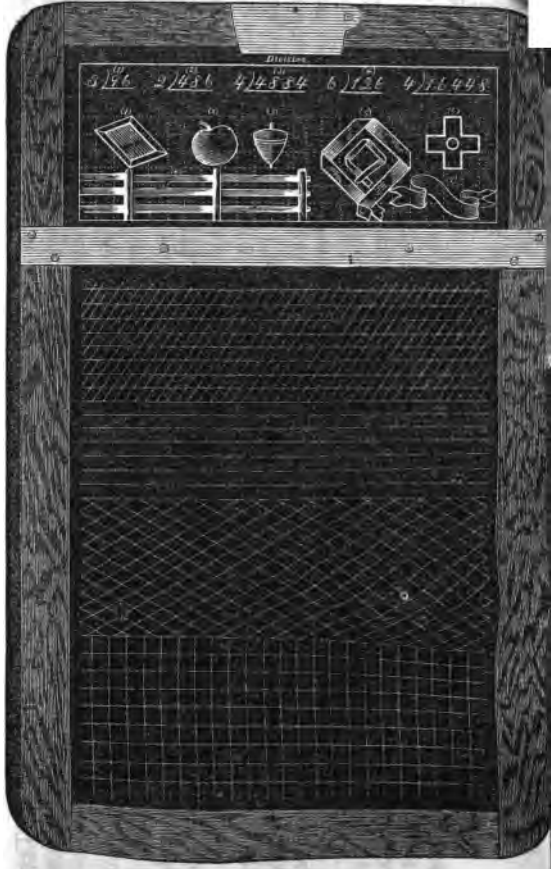

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Such has been the mortifying experience of the most assiduous and competent teachers, whose hardest labor has failed to produce any other result. Such has been the experience of examiners, who have often wondered that, with the attention they knew to be given to this branch, greater progress was not made.

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technical terms. It anticipates nothing that has to be subsequently explained. It avoids overloading the beginner with matters which he cannot understand, and thus distracting his attention from what is really within his reach. It first awakens his curiosity, and then satisfies it. One question naturally leads to another, but no faster than the scholar's mind develops. Every thing essential to a full comprehension of the subject is given. There is no demand on the teacher's time for oral instruction, or on his ingenuity for clearing away difficulties. Taken one at a time, and *in their proper order*, all difficulties can be readily surmounted; presented promiscuously and together, they involve the whole subject in confusion, and too often prevent a lucid comprehension of it when the mind is subsequently matured.

The Series is preceded by a little child's quarto, called "First Steps in Geography," which is intended to introduce the pupil who has learned to read words of two or three syllables, to the rudiments of the subject, and informally and pleasantly prepare him for its study. This book is adapted to very young beginners, and is not regarded as forming a part of the Series. It will be found useful in infant schools and with the smallest primary classes, as an auxiliary to the Reader.

The first Part of the Cornell Series is the Primary Geography. This volume is confined to things which the beginner of seven or eight years can readily master. After some general instruction respecting the earth, he is taught the points of the compass, and how to ascertain them in space, as well as locate them on the map. The natural divisions of land and water are next defined; and to insure that they are understood, he is shown them successively as they appear in pictorial illustrations and on the map. Without this, experience proves that the child, learn the abstract definitions as he may, often utterly fails to receive any clear idea of their meaning.

Thus prepared, the pupil is introduced to a few of the lead-

ing natural divisions—but each in its place. The oceans are taken first; then, all the seas that are to be mentioned; then, all the gulfs, the rivers, the islands, &c. Nor is this the only precaution taken; in two other ways is the young student's task facilitated:—1. By always beginning at the same part of the map, and observing a certain order in naming them; and 2. By having nothing on the map except the places mentioned in the text. Thus the pupil easily finds the place of which he is in search, and distinctly locates it in his mind—two things which are impossible with the overcrowded maps that encumber most of the so-called Primaries.

After going through with the chief natural divisions in this way, and by causing them to be looked at in every possible point of view insuring that they are firmly fixed in the mind, the author puts some promiscuous questions, and then in what is called "Memory's Aid" presents a summary of all that has been learned. Here every place mentioned in the text and introduced into the map is given in the same order that has been previously followed. The pupil now sees at a glance all that he has learned; and the examiner has an unerring gauge by which to test his progress. Having already met with each place mentioned in "Memory's Aid," the pupil can now readily commit the whole, each, as named in order, successively appearing to his mind, where it has been daguerreotyped by previous drilling. The panoramic view which thus passes before his mind can be obtained in no other way. Ask, for instance, the best of your pupils instructed by other systems, to enumerate the rivers of America, and you will find them, after naming a few, now in this part of the continent, now in that, hesitating, in vain striving to recall them, and finally coming to a full stop, leaving half unmentioned. Put the same question even to the veriest beginner who has been drilled in Cornell's "Memory's Aid," and he will give you the whole without pause or error Stamped on his mind by the simple process described above,

he simply calls off the names as they successively appear to his mental vision; and ten, twenty, fifty years hence, he can do it with the same facility that he can to-day.

This course is pursued with every map in turn, none being laid aside till it becomes as familiar as the alphabet. The little geographer soon finds that the whole map is to be learned; and it is surprising to see with what ease it is learned, when thus systematically presented, one of its features at a time. And this point we insist upon as one of great moment. Cornell's map is not a mere illustration, to be referred to or not; it is an essential, living part of the system, to be memorized in all its details as exactly as any other part of the work. It is mastered by the eye as the text is mastered by the mind; and the impression made by this combined action of eye and mind time itself cannot efface.

The Primary goes but slightly into details. It is not there the aim to fill the mind with facts, but rather to prepare it for their reception. Only after the natural divisions of the world have passed in review before the pupil, are political divisions introduced to his notice. Nor then does the author descend to minute particulars, but gives general descriptions, and, in most cases, the capital cities only, leaving the filling up, both in the map and in the text, for the higher Parts. Nothing is said about governments, nothing about Mathematical Geography; it is deemed injudicious in the extreme to introduce abstract matters which at this stage are as unnecessary as they are unintelligible.

Thus much for our Primary. It differs from others in that it really is what it is called—a Primary. It begins at the beginning, and contains nothing beyond the comprehension of a child of ordinary intelligence. Other Primaries, we respectfully submit, are primary only in the *amount* of matter they contain, and not in the *quality* of matter. Their facts are as heterogeneous, their technical terms as incomprehensible, their definitions as difficult, their maps as much encumbered, as are

AFRICA
Longitude 40 West from 30 Greenwich 20
Longitude 60 East
EUROPE
BLACK SEA
CONSTANTINOPLE
CASPIA
TANANARIVO
Mauritius (To Gr. Britain)
Bourbon (To France)
Tropic of Capricorn
COUNTRY OF GIMBEBAS AND DAMARAS
L. Ngami
Victoria Falls
Sofala
Sofala Bay
MOZAMBIQUE
C. Corrientes
C. St. Mary
COUNTRY OF THE HOTTENTOTS
COUNTRY OF THE BECHUANAS
Kalahari Desert
TRANSVAAL REPUB.
ZOOLU
PORTCHEFSTROM
Delagoa B.
PIETER MARITSBURG
CAFFRARIA
KING WILLIAMS T.
CAPE COLONY
CAPE TOWN
C. of Good Hope
Simons T.
C. Agulhas
Scale of Miles
100 200 300 400 500 1000
EGYPT
On enlarged Scale
MEDITERRANEAN SEA
Rosetta
Damietta
Jerusalem
Port Said
El Arish
ISTHMUS OF SUEZ
CAIRO
Gizeh
Suez
DESERT OF EL TYH
Petra
Akaba
Benisouef
RIVER NILE
GULF OF SUEZ
GULF OF AKABA
ARABIA
Minieh
Siout
Girge
Cosseir
Kenneh
RED SEA
Ruins of THEBES
Greater Oasis
Esneh
NUBIAN DESERT
Edfou
Assouan
1st Cataract
NUBIA
LIBERIA
On enlarged Scale
SENEGAMBIA
Sierra Leone R.
FREE TOWN
SIERRA LEONE
Kamaranka R.
Cape Mount R.
Boporah
St. Pauls R.
SHERBRO I.
Gallinas R.
Millsburg
New Georgia
Caldwell
MONROVIA
Marshall
GUINEA
LIBERIA
BASSA M.
FLAT M.
OVAL M.
ATLANTIC OCEAN
Edina
Buchanan
Trade Town
Kroo Towns
Baddoo
Grand Sesters
Harpen
MARYLAND
Wappoo
Grand Taboo
CAPE COLONY
On Enlarged Scale
PORTCHEFSTROM
GR. NAMAQUA
New Latakoo
Klaarwater
Harrismith
ORANGE
BLOEMFONTEIN
RIVER REPUB.
Smithfield
ZOOLU COU.
NATAL
PIETER-MARITSBURG
Palmerston
Garcep or Orange R.
LIT. NAMAQUA
HOTTENTOTS
Bartebeeste R.
Black R.
Orange R.
CAPE COLONY
Clanwilliam
NIEUWVELDT M.
Cradock
Graaf Reinet
Grahams T.
Worcester
Stellenbosch
CAPE TOWN
Simons Town
Zwellendam
George T.
Algoa B.
Breede R.
False Bay
C. Agulhas
Cof Good Hope
Gr. Kei R.
K. WILLIAMS T.
Gr. Fish R.
INDIAN OCEAN

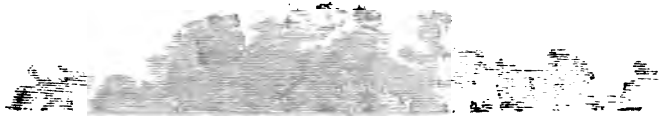
Surface.—The great feature of Egypt is the River Nile, without which the whole country would be a desert. The valley of this river is very narrow, shut in by high rocks, beyond which, on either side, are deserts.

Soil, Climate, and Productions.—The soil of the valley of the Nile is made very fertile by the annual inundations of the river. The climate is hot and dry. Rain is of rare occurrence. Grain, cotton, rice, indigo, and various kinds of drugs and fruits, are among the chief productions.

Inhabitants—Industrial Pursuits.—The Egyptians were anciently famous for their learning; but now they are ignorant and degraded. Most of the population are of Arabic descent. Agriculture is the leading pursuit.

Important Cities.—CAIRO, the capital of Egypt and the largest city in Africa, stands near the east bank of the Nile. The streets of the city are very narrow, many of them not wide enough for two camels to pass abreast.

ALEXANDRIA, situated near the westernmost mouth of the Nile, on the Mediterranean, is a celebrated city and seaport of Egypt.



LESSON CXI.

ABYSSINIA.

Area in square miles, 280,000. Population, 3,000,000.

Geographical Position, etc.—Abyssinia lies south-east of Nubia, on the coast of the Red Sea. It is mountainous and well watered.

Soil, Climate, and Productions.—The soil is rema and furnishes, without cultivation, many of the tions of the torrid zone. The climate is intensel mild in the elevated districts. Flax, cotton, and c this country, are produced to some extent. Br called *teff*, is the favorite article of food.

Inhabitants—Industrial Pursuits.—There are man them in a barbarous condition. Among other eating raw flesh cut from the animal while yet v revolting. The making of coarse woolen and co ning of leather, constitute the chief industrial pur

Towns.—GONDAR, the capital, is situated on twenty miles north-east of Lake Dembea.

ANKOBAR, a small town, lies about 300 miles s

EASTERN AFRIC

Area in square miles, 850,000. Popula

Geographical Position.—Eastern Africa inclu coast, from Abyssinia on the north to the Zoolu

chief seaport, lies on the south side of Table Bay.

THE COUNTRY OF THE HOTTENTOTS.—This is Cape Colony, occupied by various tribes known them live upon gums, roots, and a kind of bread the pith of the palm-tree. The better sort live u their cattle, and the produce of the chase.

the facts, the technical terms, the definitions, the maps of the higher Parts by which they are to be succeeded. They are a little smaller, but this is the only feature that constitutes them Primaries.

Having failed in their Primaries to glean out what should naturally have precedence in studying the science, and taken things hard and easy just as they happen to come, it follows that the next higher Parts of the other systems can be nothing more than reproductions of their Primaries, a little more extended. Mathematical, Political, and Descriptive Geography having been all introduced in the first few pages, there is nothing to hold in reserve for their Intermediate Books, except a still more overwhelming array of facts. And so in the advance from the Second Book to the Third. There is nothing new to be unfolded, but the same medley of facts, *with a little more added.* The maps, of course, show a proportionate increase of names. It seems to be a matter of emulation with the respective authors, to see who can crowd the greatest number into a given space. Hundreds of names not mentioned in the text, which can only embarrass and discourage the pupil in searching for what is really needed, are scattered with a prodigality which almost baffles the engraver in his endeavors to find room for them. To sum up the whole matter, we claim that the three Parts of other Series are simply different editions of the same thing, different in their form and size, but substantially the same—the same in their want of arrangement, the same in their formidable array of facts, the same in their unintelligible style and language.

Not so with the Cornell Series. Not a line of the three books composing it was written without an ever-present sense of the age and understanding of those for whom it was designed. Having, as already described, embodied the rudimental branches of the subject in the Primary, the author proceeds to build on the foundation there laid. There is no necessity of

repeating the Primary, for the subject is not exhausted. The pupil can appreciate what is meant by government, and distinguish the different kinds; to these, therefore, his attention is next directed. The leading principles of Mathematical Geography are also unfolded. The maps no longer being new to him, he is prepared to learn about circles and zones, latitude and longitude. He can receive a little more detail with advantage; and new cities, rivers, &c., are introduced. Nothing already fixed in the mind, is displaced. There is no confusion, for one uniform order is followed. As in the Primary, the maps contain only the places mentioned in the text. "Memory's Aid" is perpetuated in what are now called "Map Studies," which here again from time to time furnish guides for the student and tests for the teacher's use.

When the descriptive matter is reached, heterogeneous details are not blended together, but are systematically analyzed, and presented under different heads. This system pursued with each country in turn enables one thing to be learned at a time, and affords conveniences for comparing two different parts of the world in any particular respect; its importance will be obvious to those who bear in mind that the ease with which we remember is proportioned to the distinctness of the impression made on the mind.

The Grammar-School Geography has been prepared for such classes as need a comprehensive course, embodying the less prominent as well as the more important localities on the earth's surface, and exercising the student in every profitable variety of map studies. It may with advantage be placed in the hands of those that have completed the Intermediate, or, where the saving of time is an object, it may be used instead of the latter work as the Second Part of the Series. The chief difference between the two works is that the Grammar-School, though no more elevated in style, is fuller in detail. It presents a number of new and most valuable lessons on the

Physical Geography of our own country, and a practical plan by which the pupil can easily memorize the comparative size of all the countries on the earth. It presents, opposite each sectional map of the United States, a table of the principal railroads, with their termini and length in miles, and similar lists of the navigable rivers. These tables are not to be committed to memory, but are introduced for convenience of reference, and to give the youthful pupil an idea of the great commercial and travelling facilities of our country. They are made available by questions, which direct the pupil's attention to the most frequented routes of travel by land and water. Throughout the volume, the distinctive features of the author's plan, as exhibited in the Intermediate, are faithfully carried out.

Finally, in our High-School Geography, we put the key stone in our geographical arch. Here again we are not reduced to the necessity of an encumbered repetition, but have full space for the more abstruse parts of the subject. The author extends the vocabulary of places, and presents an advanced course of Mathematical Geography, combined with instructions for the use of globes and the solution of problems connected therewith. Room is also found for comprehensive chapters on Physical Geography and Meteorology. The maps are still in this Highest Part made to accord strictly and exclusively with the text. We furnish in the same Atlas, however, for purposes of reference, another complete set of maps on a large scale, in this way consulting the wants of the family without sacrificing the interests of the learner.

We have thus described the Parts that make up the Cornell Series. Let us recapitulate the points on which, among others, they rest their claims to superiority:—

1. They teach one thing at a time.
2. They teach that first which is simplest.
3. They teach only as much as can be digested.

4. They teach with a direct view to the age and grade for which their instructions are designed.

5. They teach inductively, from the rudimental to the abstruse.

6. They teach consistently; the same plan being followed in all the Parts.

7. They teach analytically; the matter being arranged under appropriate heads.

8. They teach economically, as regards the instructor's time and labor.

9. They teach intelligently, enabling the pupil always to measure his own progress, and to keep in view the end proposed.

10. They teach interestingly, awakening curiosity as the pupil advances, and rendering the subject attractive with appropriate illustrations.

11. They teach completely, embracing all parts of the subject, and leaving nothing to be orally added.

12. They teach the maps as thoroughly as the text.

Other important peculiarities are not wanting, some of which are entirely original with the author, and appear in other works only where, from a sense of their importance, they have been plagiarized.

In the first place, explicit directions are given for describing the natural divisions of the earth. Secondly, the subject is stripped of irrelevant matters that belong to other sciences. In the third place, the engravings are not only numerous and executed in the highest style of the art, but they are also appropriate and *authentic*. Fourthly, the pronunciation of every place likely to be mistaken is given according to the latest and best authorities. Fifthly, the maps are accurately drawn, clearly lettered, carefully printed, and tastefully colored —beyond question the most beautiful specimens in this line of art ever offered to the American public. The exclusion of all places not mentioned in the book is believed to be one of their

greatest advantages. It is no longer necessary for the pupil to spend hours over a lesson, wearying his brain, straining his eyes, overtasking his memory, confusing his perceptions, wasting his time, exhausting his patience, losing his courage, groping in a maze as complicated as human ingenuity can make it. The smallest child can find every place for himself, and with such readiness and certainty that he feels a satisfaction in doing it.

Such are the prominent features of the Cornell Series; it remains for intelligent teachers to decide to what degree of consideration they are entitled. The strongest indorsements have been received from those who have tested this system with their classes. The Teachers' State Convention of California have pronounced it "far superior to any other now in use." A former State Superintendent of Wisconsin declares it "incomparably in advance of all others that have been prepared," adding his belief that from either our "Intermediate, Grammar-School, or Higher Geography alone, a far better idea of the earth and the localities on its surface will be obtained than by going through the whole series of any other author." The Board of Education recently appointed by the Legislature of Maryland, for the purpose of selecting Text-Books for the common schools of that State and insuring uniformity in their use, after a long, searching, and impartial examination and comparison of all the School Geographies now before the public, have unanimously declared their decided preference for Cornell's. To hundreds of such commendations we care not to ask the attention of gentlemen charged with the selection of school-books, feeling that they can appreciate the points which have thus approved themselves to others, and that these points are too clearly defined to escape their notice. To induce a teacher to try these Geographies, we have had, as a general thing, only to get him to examine them; and, when once tried, they have not only held their place, but gradually made their way into neighboring institutions. So, where an experiment has been made with one

Part of the Series, the others have been sure to follow in its train. We mention these facts simply to show that whatever theoretical merits the Cornell system may possess are fairly carried out, and that the practical working of our Geographies in the school-room is satisfactory to those who have introduced them.

We would respectfully solicit of those having charge of the selection of Text-Books, a careful examination of these works.

D. APPLETON & CO.,
Publishers.

NEW YORK, 1868.

TESTIMONIALS.

No other School-Books have received such general and unqualified commendation as has been awarded to the Cornell Series by the Press, by State, County, and Town School Officers; by Presidents and Professors of Colleges, Principals of Academies, and Teachers of Public and Private Schools throughout the whole country.

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"Your Revised Edition of Cornell's Intermediate Geography must certainly satisfy all reasonable expectation. I considered the original work the best of its

class, but find in the volume you have sent me many material improvements. The curtailment of the Map Questions, and the addition of an Epitome of Physical Geography, contribute much to the value of the work, and I am glad to see that it is fully up to date as regards the numerous changes that have lately taken place in the geography of the world. The Maps will commend themselves to the most casual observer, as combining in the highest degree accuracy, clearness, and elegance. If your revision of the remaining Parts of the Series is carried out with equal liberality and care, you may rely on its receiving the unqualified approbation and warm support of the educational community."

From Duane Doty, City Superintendent of Schools, Detroit.

"Many improvements have of late been made in our text-books on Geography; but in point either of external appearance or intrinsic merit, none of them in my opinion equal the Revised Edition of Cornell's Intermediate. The admirable system of daguerreotyping the Maps on the mind of the learner peculiar to this author, the removal from the Maps of all places not named in the text, and the analytical presentation of facts under appropriate heads, have long been known and appreciated by intelligent teachers; it only needed the lucid Abstract of Physical Geography which I see appended to this New Edition, and a revision of the text with reference to recent geographical changes, to make it what I now regard it—A PERFECT TEXT-BOOK. The Maps are *triumphs of art.* I do not see how any improvement could well be made in the volume before me."

From E. Danforth, City Superintendent of Schools, Troy, N. Y.

"I take pleasure in calling the attention of teachers to the Revised Edition of Cornell's Intermediate Geography, recently issued from the Appletons' Press. It presents many strong claims to their consideration. The Maps are peculiarly distinct, and unequalled in the elegance of their execution; presenting only such places as are mentioned in the text, they are easy of reference, and if taught according to the Author's excellent method of memorizing their contents, will be thoroughly impressed on the mind.

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"The merits of the former edition of this work being very generally known, it is only necessary to say that the Revised Edition embodies all its good features, with many minor improvements which experience has suggested. Teachers who desire in their selection of text-books to keep pace with the onward spirit of the age, will do well to examine this admirable volume."

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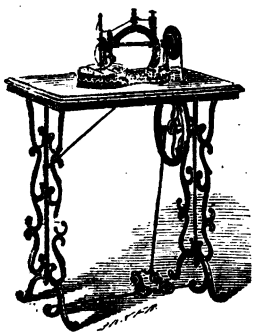

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					STATIONS.	Going East.				
Mail.	Express	Express	Express	Mls		Mls	Express	Mail.	Express	Express
8 30 P.M.		8 30 A.M	5 15 A.M.	0	ar **Boston** lv	1104	12 00 M.	6 00 A.M		5 00 P.M
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M	6 30 P.M	12 00 M.	8 00 "		**New York**	1045	10 30 P.M	6 00 A.M	7 00 A.M	3 15 "
7 15 A.M	12 00 A.M	6 00 P.M	1 15 P.M	200	**Albany**	905	4 40 P.M	9 20 P.M	1 40 "	9 40 a.m
		5 50 P.M	1 00 "		**Troy**		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M	6 45 "	2 00 "	217	Schenectady	887	4 00 "	8 40 "	1 00 A.M	9 00 "
11 40 "	4 22 "	11 03 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M	5 25 "
1 30 P.M	6 00 "	12 35 A M	6 35 "	348	Syracuse	756	11 10 a.m	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	3 40 "	9 35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M	6 20 "	12 00 M.		**Buffalo**	622	5 45 A.M	10 00 A.M	2 20 "	11 20 P.M
	1 00 P.M	6 40 A.M	12 20 "		ar **N Falls** lv				1 25 P.M	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv **Sus Brar**	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'ines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	**Hamilton**	555	2 30 "	6 40 "	11 20 A.M	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 43 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M	6 00 "	12 50 P.M	5 25 "	625	London	479	11 30 P.M	3 30 "	8 15 "	3 50 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 55 "
3 30 "	8 25 "	3 15 "	7 45 "	690	Chatham	415	9 00 "	1 00 "	5 35 "	1 03 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar **Win'r** lv	369	7 20 "	11 30 P.M	4 00 "	11 20 a.m
	1 30 P.M	7 30 A.M	12 30 A.M	0	lv **Tor'to** ar	597	5 50 A.M		12 45 P.M	9 00 P.M
	5 30 "	12 00 M.	4 45 "	88	Stratford	512	2 30 "		8 45 A.M	5 00 "
	8 45 "	3 05 P.M	7 50 "	168	Sarnia	432	11 30 P.M		5 30 "	1 00 "
	11 00 "	5 50 "	10 10 "	228	ar Det.J'n lv	372	8 25 "		2 20 "	9 25 a.m
6 45 A.M	9 10 P.M	5 25 P.M	9 30 A.M	735	lv **D'troit** ar	369	6 00 P.M	5 55 P.M	3 40 A.M	8 25 "
7 00 "	9 25 "	5 40 "	9 45 "	738	G'd T. Junc,	366	6 15 "	5 40 "	3 25 "	8 10 "
7 20 "		6 00 "		745	Dearborn	359		5 23 "		
7 40 "		6 20 "		753	Wayne	351		5 05 "		
7 57 "				760	Denton's	344		4 45 "		
8 10 "	10 25 "	6 50 "	10 45 "	765	Ypsilanti	339	5 20 "	4 35 "	2 38 "	7 15 "
8 35 "	10 45 "	7 25 "	11 05 "	773	**Ann Arbor**	331	5 00 "	4 10 "	2 18 "	6 55 "
9 05 "		7 50 "	11 25 "	782	Dexter	322	4 38 "	3 40 "		6 30 "
9 25 "		8 10 "		790	Chelsea	314		3 20 "		6 15 "
9 55 "		8 40 "		801	Grass Lake	303		2 50 "		5 50 "
10 25 "	12 15 A.M	9 15 "	12 25 "	811	**Jackson**	293	3 45 "	2 25 "	1 05 "	5 25 "
	8 05 A.M		5 55 P.M		ar **Lans'g** lv		10 50 A.M		7 25 P.M	
10 53 "	12 40 "	9 45 "		822	Parma	282		1 55 "		4 57 "
11 17 "	1 00 "	10 10 "	1 03 "	831	Albion	273	3 00 "	1 28 "	12 23 "	4 33 "
12 05 P.M	1 30 "	10 50 "	1 45 "	843	**Marshall**	261	2 35 "	12 55 P.M	12 00 "	4 05 "
12 27 "				850	White's	254		12 15 "		
12 45 "	2 00 "	11 30 "	2 15 "	856	Battle Creek	248	1 48 "	12 03 "	11 30 A.M	3 37 "
1 20 "		12 05 A.M		870	Galesburg	234		11 28 "		3 08 "
1 45 "	2 50 "	12 30 "	3 00 "	879	Kalamazoo.	225	1 03 P.M	11 00 "	10 43 "	2 50 "
2 00 "	3 05 "			885	Ostemo	219		10 47 "		
2 15 "	3 20 "			891	Mattawan	213		10 32 "		
2 25 "	3 30 "	1 10 "		895	Lawton	209		10 22 "	10 05 "	
2 45 "	3 48 "	1 30 "		903	Decatur	201		10 03 "	9 45 "	
3 12 "	4 13 "	2 05 "		914	Dowagiac	190		9 35 "	9 20 "	
3 43 "	5 00 "	2 40 "	4 38 "	927	Niles	177	11 25 "	9 05 "	8 53 "	1 10 "
4 00 "	5 17 "			933	Buchanan	171		8 45 "	8 18 "	12 50 "
4 10 "	5 27 "			937	Dayton	167		8 33 "		12 40 "
4 28 "	5 45 "			944	Avery's	160		8 15 "		12 21 "
4 33 "	5 50 "			946	Three Oaks	158		8 10 "		12 17 A.M
4 50 "	6 07 "			954	New Buffalo	150		7 53 "		12 00 "
5 15 "	6 32 "	4 05 "	5 52 "	964	**Mich. City**	140	10 10 "	7 30 "	7 23 "	11 38 "
5 45 "	7 00 "			976	Porter	128		7 00 "		
6 05 "	7 20 "	4 55 "	6 37 "	984	**Lake**	120	9 25 "	6 40 "	6 37 "	10 55 P.M
	4 25 P.M	9 25 A.M		1029	ar **Joliet** lv				3 00 p.m	8 00 a.m
6 37 "	7 47 A.M			996	Gibson's	108		6 13 "		
7 00 "	8 08 "	5 45 "	7 20 "	1005	Calumet	99	8 42 "	5 45 "	5 55 "	10 10 P.M
7 45 P.M	8 50 "	6 30 "	8 00 P.M	1019	ar **Chi'go** lv	85	8 00 A.M	5 00a.m	5 15p.m	9 30 "
	8 00 P.M	1 00 P.M	5 30 A.M	1104	ar **M'kee** lv	0	10 00 P.M		8 00 A.M	3 45 P.M

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THROUGH TIME TABLE. *August, 1868.*

					STATIONS.	Going East.				
Mail.	Express	Express	Express	Mls		Mls	Express	Mail.	Express	Express
8 30 P.M.		8 30 A.M.	5 15 A.M.	0	ar **Boston** lv	1104	12 00 M.	6 00 A.M.		5 00 P.M.
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M.	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M.	6 30 P.M.	12 00 M.	8 00 "		**New York**	1045	10 30 P.M.	6 00 A.M.	7 00 A.M.	3 15 "
7 15 A.M.	12 00 A.M.	6 00 P.M.	1 15 P.M.	200	**Albany**	905	4 40 P.M.	9 20 P.M.	1 40 "	9 40 a.m.
		5 50 P.M.	1 00 "		**Troy**		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M.	6 45 "	2 00 "	217	Schenectady	887	4 00 "	8 40 "	1 00 A.M.	9 00 "
11 40 "	4 22 "	11 08 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M.	5 25 "
1 30 P.M.	6 00 "	12 35 A.M.	6 35 "	348	Syracuse	756	11 10 a.m.	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	3 40 "	9 35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M.	6 20 "	12 00 M.		**Buffalo**	622	5 45 A.M.	10 00 A.M.	2 20 "	11 20 P.M.
	1 00 P.M.	6 40 A.M.	12 20 "		ar **N Falls** lv				1 25 P.M.	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv **Sus Bra** r	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'ines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	**Hamilton**	555	2 30 "	6 40 "	11 20 A.M.	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 43 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M.	6 00 "	12 50 P.M.	5 25 "	625	London	479	11 30 P.M.	3 30 "	8 15 "	3 50 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 55 "
3 30 "	8 25 "	3 15 "	7 45 "	690	Chatham	415	9 00 "	1 00 "	5 35 "	1 08 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar **Win'r** lv	369	7 20 "	11 30 P.M.	4 00 "	11 20 a.m.
	1 30 P.M.	7 30 A.M.	12 30 A.M.	0	lv **Tor'to** ar	597	5 50 A.M.		12 45 P.M.	9 00 P.M.
	5 30 "	12 00 M.	4 45 "	88	Stratford	512	2 30 "		8 45 A.M.	5 00 "
	8 45 "	8 05 P.M.	7 50 "	168	Sarnia	432	11 30 P.M.		5 30 "	1 00 "
	11 00 "	5 50 "	10 10 "	228	ar Det.J'n lv	372	8 25 "		2 20 "	9 25 a.m.
6 45 A.M.	9 10 P.M.	5 25 P.M.	9 30 "	735	lv **D'troit** ar	369	6 00 "	5 55 P.M.	3 40 A.M.	8 25 "
7 00 "	9 25 "	5 40 "	9 45 "	738	G'd T. Junc,	366	6 15 "	5 40 "	3 25 "	8 10 "
7 20 "		6 00 "		745	Dearborn	359		5 23 "		
7 40 "		6 20 "		753	Wayne	351		5 05 "		
7 57 "				760	Denton's	344		4 45 "		
8 10 "	10 25 "	6 50 "	10 45 "	765	Ypsilanti	339	5 20 "	4 35 "	2 38 "	7 15 "
8 35 "	10 45 "	7 25 "	11 05 "	773	**Ann Arbor**	331	5 00 "	4 10 "	2 18 "	6 55 "
9 05 "		7 50 "	11 25 "	782	Dexter	322	4 38 "	3 40 "		6 30 "
9 25 "		8 10 "		790	Chelsea	314		3 20 "		6 15 "
9 55 "		8 40 "		801	Grass Lake	303		2 50 "		5 50 "
10 25 "	12 15 A.M.	9 15 "	12 25 "	811	**Jackson**	293	3 45 "	2 25 "	1 05 "	5 25 "
	8 05 A.M.		5 55 P.M.		ar **Lans'g** lv		10 50 A.M.		7 25 P.M.	
10 53 "	12 40 "	9 45 "		822	Parma	282		1 55 "		4 57 "
11 17 "	1 00 "	10 10 "	1 03 "	831	Albion	273	3 00 "	1 28 "	12 23 "	4 33 "
12 05 P.M.	1 30 "	10 50 "	1 45 "	843	**Marshall**	261	2 35 "	12 55 P.M.	12 00 "	4 05 "
12 27 "				850	White's	254		12 15 "		
45 "	2 00 "	11 30 "	2 15 "	856	Battle Creek	248	1 48 "	12 03 "	11 30 A.M.	3 37 "
1 20 "		12 05 A.M.		870	Galesburg	234		11 28 "		3 08 "
1 45 "	2 50 "	12 30 "	3 00 "	879	Kalamazoo.	225	1 03 P.M.	11 00 "	10 43 "	2 50 "
2 00 "	3 05 "			885	Ostemo	219		10 47 "		
2 15 "	3 20 "			891	Mattawan	213		10 32 "		
2 25 "	3 30 "	1 10 "		895	Lawton	209		10 22 "	10 05 "	
2 45 "	3 48 "	1 30 "		903	Decatur	201		10 03 "	9 45 "	
3 12 "	4 13 "	2 05 "		914	Dowagiac	190		9 35 "	9 20 "	
3 43 "	5 00 "	2 40 "	4 38 "	927	Niles	177	11 25 "	9 05 "	8 53 "	1 10 "
4 00 "	5 17 "			933	Buchanan	171		8 45 "	8 18 "	12 50 "
4 10 "	5 27 "			937	Dayton	167		8 33 "		12 40 "
4 28 "	5 45 "			944	Avery's	160		8 15 "		12 21 "
4 33 "	5 50 "			946	Three Oaks	158		8 10 "		12 17 A.M.
4 50 "	6 07 "			954	New Buffalo	150		7 53 "		12 00 "
5 15 "	6 32 "	4 05 "	5 52 "	964	**Mich. City**	140	10 10 "	7 30 "	7 23 "	11 38 "
5 45 "	7 00 "			976	Porter	128		7 00 "		
6 05 "	7 20 "	4 55 "	6 37 "	984	**Lake**	120	9 25 "	6 40 "	6 37 "	10 55 P.M.
	4 25 P.M.	9 25 A.M.		1029	ar **Joliet** lv				3 00 p.m.	8 00 a.m.
6 37 "	7 47 A.M.			996	Gibson's	108		6 13 "		
7 00 "	8 08 "	5 45 "	7 20 "	1005	Calumet	99	8 42 "	5 45 "	5 55 "	10 10 P.M.
7 45 P.M.	8 50 "	6 30 "	8 00 P.M.	1019	ar **Chi'go** lv	85	8 00 A.M.	5 00 a.m.	5 15 p.m.	9 30 "
	8 00 P.M.	1 00 P.M.	5 30 A.M.	1104	ar **M'kee** lv	0	10 00 P.M.		8 00 A.M.	3 45 P.M.

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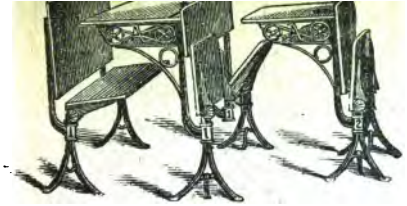

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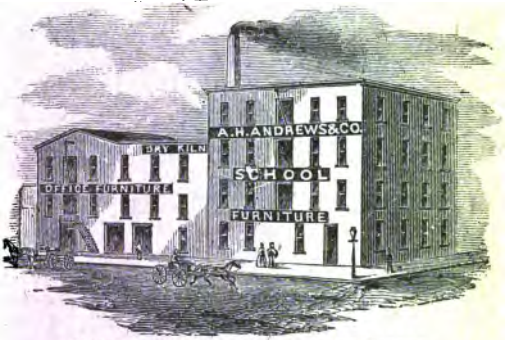

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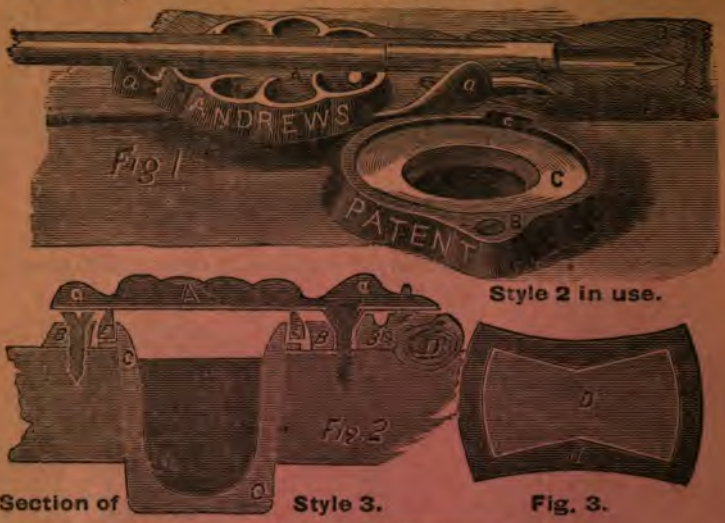

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.....	8 00	.....	.....	deNewYork ar	.....	9 15 P.M.	.....	.....
9 20 P.M.	12 30	.....	.....	de Susp Brg ar	.....	4 00A.M.	.....	.....
8 20 A.M.	10 30	3 45 P.M.	8 00P.M.	deD'TROIT ar	11 45 A.M.	5 15 P.M.	6 20 P.M.	7 20 A.M.
8 37	10 47	4 03	8 25	D.M.& T. Junc	11 30	5 00	6 00	7 05
9 30	11 57	5 05	10 00	PONTIAC.	10 30	3 50	5 05	5 35
9 52	12 24 P.m.	5 33	.....	Clarkston.	9 55	3 15	.....	.....
10 23	1 00	6 05	11 40	Holly.	9 30	2 40	4 15	8 55
11 05	.....	6 55	.....	ar Flint de	8 45	.....	3 35	.....
12 20	.....	8 20	.....	ar E. Sag'w de	7 15	.....	2 15	.....
12 40	.....	9 05	.....	ar Bay City de	6 30	.....	1 30 P.M.	.....
.....	1 10	6 30	11 55	Fenton	9 05	2 25	.....	3 35
.....	2 20	8 45	1 55 A.M.	Corunna	7 00	1 15	.....	1 55
.....	2 30	9 00	2 05	a } OWOSO { d	6 45	1 05	.....	1 40
.....	2 50	9 10	2 20	d } OWOSO { a	6 35	12 45	.....	1 25
.....	4 55	.....	.....	ar Lansing de	.....	12 00	.....	.....
.....	5 50	.....	.....	ar Sag. City de	.....	10 10	.....	.....
.....	3 15	10 00	3 (5	Ovid	5 45	12 20	.....	12 45 A.M.
.....	3 40	10 40	4 05	ST. JOHNS	5 00 A.M.	11 55A.M.	.....	12 00
.....	4 35	.....	5 30	Muir	.....	10 55	.....	10 10
.....	4 55	.....	6 00	Ionia	.....	10 40	.....	9 40
.....	5 40	.....	7 30	Lowell	.....	9 55	.....	8 25
.....	6 30	.....	9 15	G'D RAPIDS	.....	9 15	.....	7 00
.....	7 48	.....	11 35	Ferysburg	.....	7 52	.....	4 10
.....	8 00	.....	11 45	a G. HAVEN d	.....	7 45	.....	4 00
.....	3 00	.....	.....	ar M'KEE de	.....	9 00 P.M.	.....	.....

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THROUGH TIME TABLE. *December, 1868.*

							Going East.				
Mail.	Express	Express	Express	Mls	STATIONS.	Mls	Express	Mail.	Express	Express
8 30 P.M.		8 30 A.M	5 15 AM.	0	ar **Boston** lv	1104	12 00 M.	6 00 A.M		5 00 P.M
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M	6 30 P.M	12 00 M.	8 00 "		**New York**	1045	10 30 P.M	6 00 A.M	7 00 A.M	8 15 "
7 15 A.M	12 00 A.M	6 00 P.M	1 15 P.M	200	**Albany**	905	4 40 P.M	9 20 P.M	1 40 "	9 40 a.m
		5 50 P.M	1 00 "		**Troy**		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M	6 45 "	2 00 "	217	Schenectady	887	4 00 "	8 40 "	1 00 A.M	9 00 "
11 40 "	4 22 "	11 03 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M	5 25 "
1 30 P.M	6 00 "	12 35 A M	6 35 "	348	Syracuse	756	11 10 a.m	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	3 40 "	9 35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M	6 20 "	12 00 M.		**Buffalo**	622	5 45 A.M	10 00 A.M	2 20 "	11 20 P.M
	1 00 P.M	6 40 A.M	12 20 "		ar **N Falls** lv				1 25 P.M	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv **Sus Brar**	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'ines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	**Hamilton**	555	2 30 "	6 40 "	11 20 A.M	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 43 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M	6 00 "	12 50 P.M	5 25 "	625	London	479	11 30 P.M	3 30 "	8 15 "	3 50 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 55 "
3 30 "	8 25 "	3 15 "	7 45 "	690	Chatham	415	9 00 "	1 00 "	5 35 "	1 03 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar **Win'r** lv	369	7 20 "	11 30 P.M	4 00 "	11 20 a.m
	1 30 P.M	7 30 A.M	12 30 A.M	0	lv **Tor'to** ar	597	5 50 A.M		12 45 P.M	9 00 P.M
	5 30 "	12 00 M.	4 45 "	88	Stratford	512	2 30 "		8 45 A.M	5 00 "
	8 45 "	3 05 P.M	7 50 "	168	Sarnia	432	11 30 P.M		5 30 "	1 00 "
	11 00 "	5 50 "	10 10 "	228	ar Det.J'n lv	372	8 25 "		2 20 "	9 25 a.m
7 20 A.M	10 20 P.M	5 25 P.M	11 10 "	735	lv **D'troit** ar	369	6 30 "	5 55 P.M	3 45 A.M	8 30 "
7 35 "	10 35 "	5 40 "	11 25 "	738	G'd T. Junc,	366	6 15 "	5 40 "	3 30 "	8 15 "
7 55 "		6 00 "		745	Dearborn	359		5 23 "		
8 15 "		6 20 "		753	Wayne	351		5 05 "		
8 35 "				760	Denton's	344		4 45 "		
8 50 "	11 40 "	6 50 "	12 23 "	765	Ypsilanti	339	5 20 "	4 35 "	2 30 "	7 15 "
9 15 "	12 00 "	7 20 "	1 00 "	773	**Ann Arbor**	331	5 00 "	4 10 "	2 07 "	6 45 "
9 45 "		7 45 "	1 20 "	782	Dexter	322	4 38 "	3 40 "		6 20 "
10 05 "		8 05 "		790	Chelsea	314		3 20 "		6 03 "
10 35 "		8 35 "		801	Grass Lake	303		2 50 "		5 37 "
11 10 "	1 30 A.M	9 05 "	2 20 "	811	**Jackson**	293	3 45 "	2 20 "	12 45 "	5 10 "
	8 05 A.M		5 55 P.M		ar **Lans'g** lv		10 50 A.M		7 25 P.M	
11 40 "	1 53 "	9 33 "		822	Parma	282		1 50 "		4 40 "
12 10 "	2 15 "	9 57 "	3 00 "	831	Albion	273	3 00 "	1 25 "	12 02 "	4 15 "
1 05 P.M	2 45 "	10 30 "	3 27 "	843	**Marshall**	261	2 35 "	12 55 P.M	11 37 "	3 45 "
1 45 "	3 13 "	11 03 "		856	Battle Creek	248	1 45 "	12 03 "	11 03 A.M	3 13 "
2 20 "		11 40 A.M		870	Galesburg	234		11 28 "		
2 45 "	4 00 "	12 05 "	4 40 "	879	Kalamazoo.	225	1 03 P.M	11 00 "	10 10 "	2 25 "
3 00 "	4 15 "			885	Ostemo	219		10 47 "		
3 15 "	4 30 "			891	Mattawan	213		10 32 "		
3 28 "	4 40 "	12 45 "		895	Lawton	209		10 22 "	9 28 "	
3 50 "	5 00 "	1 05 "		903	Decatur	201		10 03 "	9 10 "	
4 20 "	5 25 "	1 40 "		914	Dowagiac	190		9 35 "	8 43 "	
4 55 "	6 05 "	2 20 "	6 33 "	927	Niles	177	11 25 "	9 05 "	8 15 "	12 45 "
5 12 "	6 22 "			933	Buchanan	171		8 35 "	7 40 "	12 25 "
5 23 "	6 32 "			937	Dayton	167		8 23 "		12 15 "
5 45 "	6 53 "			944	Avery's	160		8 03 "		11 56 "
5 30 "	6 57 "			946	Three Oaks	158		7 58 "		11 52 A.M
6 10 "	7 13 "			954	New Buffalo	150		7 40 "		12 35 "
6 40 "	7 40 "	4 00 "	7 50 "	964	**Mich. City**	140	10 10 "	7 13 "	6 40 "	11 13 "
7 10 "	8 10 "			976	Porter	128		6 45 "		
7 30 "	8 30 "	4 55 "	8 35 "	984	**Lake**	120	9 27 "	6 28 "	5 57 "	10 30 P.M
	4 25 P.M	9 25 A.M		1029	ar **Joliet** lv				3 00 p.m	8 00 a.m
8 00 "	9 00 A.M			996	Gibson's	108		6 03 "		
8 20 "	9 18 "	5 45 "	9 17 "	1005	Calumet	99	8 43 "	5 45 "	5 13 "	9 45 P.M
9 05 P.M	10 03	6 30 "	10 02 P.M	1019	ar **Chi'go** lv	85	8 00 A.M	5 00a.m	4 30p.m	9 00 "
	8 00 P.M	1 00 P.M	5 30 A.M	1104	ar **M'kee** lv	0	10 00 P.M		8 00 A.M	3 45 PM.